DOCUMENT RESUME

ED 260 785 PS 015 177

AUTHOR	Frede, Ellen
TITLE	Getting Involved: Workshops for Parents.
INSTITUTION	Administration for Children, Youth, and Families (DHHS), Washington, D.C.
REPORT NO	ISBN-0-931114-24-1
PUB DATE	84
GRANT	ACYF-90-CW-695/01
NOTE	307p.
AVAILABLE FROM	High/Scope Press, High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48197 ($15.00; no shipping/handling charge on prepaid orders).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Children; Early Childhood Education; Home Programs; Leaders Guides; *Learning Activities; Parent Child Relationship; *Parent Education; *Parenting Skills; Parent Participation; *Parent Workshops

ABSTRACT

This guide for leaders of parent workshops is based on the Getting Involved booklets (which suggest ways parents of children in Head Start, day care, and other preschool programs can support children's learning through everyday family activities using materials at hand). This workshop leaders' guide offers suggestions for helping parents become more involved with their children's learning. Chapter 1 gives specific suggestions for planning, conducting, and evaluating workshops for parents. Chapters 2 through 10 give examples of workshop activities that focus on the following topics: children's attitudes toward learning, play, language, reading, writing, math, science, television, and problem solving. Each of these chapters is divided into sections concerning what parent workshops achieve; often-raised questions; workshop displays; choosing workshop activities; and introducing and generating ideas for activities. Because each group of parents has different interests, concerns, and outlooks, each workshop leader will use the workbook differently to select activities suited to his or her particular group of parents, to modify activities, or to create new activities particularly suited to local parent concerns. (DST)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

By Ellen Frede

WITH A FOREWORD BY DAVID P. WEIKART

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED260785

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

High/Scope
Educ. Res. Found.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

GETTING INVOLVED

WORKSHOPS FOR PARENTS

PS 015177

This volume was prepared for the Administration for Children, Youth and Families, Office of Human Development Services, Department of Health and Human Services, under Grant No. 90 CW 695/01, Margurite Mazique, Project Officer. Views or conclusions contained herein should not be interpreted as reflecting the official opinion of the sponsoring agency.

THE HIGH/SCOPE PRESS
A division of the High/Scope Educational
Research Foundation, 600 North River Street,
Ypsilanti, Michigan 48197

Published by
THE HIGH/SCOPE PRESS
High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, Michigan 48197
(313) 485-2000

Library of Congress Cataloging in Publication Data

Frede, Ellen, 1955-
Getting involved, workshops for parents.

Bibliography: p.
1. Parenting—Study and teaching—United States.
I. Title.
HQ755.7.F73 1984 649'.1'07 84-649

ISBN 0-931114-24-1

Printed in the United States of America.

Contents

Preface vii
Foreword by David P. Weikart ix

1 *Planning, Leading, and Evaluating Parent Workshops* **1**
2 *Your Child's Attitudes Toward Learning* **13**
3 *Your Child and Play* **43**
4 *Your Child and Language* **77**
5 *Your Child and Reading* **111**
6 *Your Child and Writing* **143**
7 *Your Child and Math* **183**
8 *Your Child and Science* **211**
9 *Your Child and TV* **245**
10 *Your Child and Problem Solving* **271**

Publications and Films 299

Preface

Getting Involved: Workshops for Parents is a guide for leaders of parent workshops based on the *Getting Involved* booklets. Published by the Administration for Children, Youth and Families (ACYF), the nine *Getting Involved* booklets were written for parents of children in Head Start, day care, and other preschool programs. The booklets suggest ways parents can support children's learning through everyday family activities using materials at hand.

Getting Involved: Workshops for Parents gives leaders of parent workshops suggestions that are aimed at helping parents become more involved with their children's learning. Chapter 1 gives specific suggestions for planning, conducting, and evaluating workshops for parents. Chapters 2 through 10 give examples of workshop activities that focus on the following topics: children's attitudes toward learning, play, language, reading, writing, math, science, TV, and problem solving. Each of these chapters is divided into the following sections:

What Parent Workshops Can Achieve
Questions Parents Often Raise
Workshop Displays: Setting the Scene
Choosing Workshop Activities
Activities:
  Introducing the Topic
  Generating Ideas About the Topic
  Taking It Home

Getting Involved: Workshops for Parents is designed as a workbook. Since each group of parents has different interests, concerns, and outlooks, each workshop leader will use this book differently: to select activities suited to his or her particular group of parents, to modify activities, or to create new activities particularly suited to local parent concerns. Therefore, this book includes space for modifying the suggested activities, planning new ones, and documenting what works and what does not. It is our hope that leaders of parent workshops will use this book as a workshop guide and also as a record of workshop ideas and successes.

Getting Involved: Workshops for Parents was written under contract with the Administration for Children, Youth and Families. The following current and former ACYF staff at the national and regional levels were most helpful in the development of this book: Lou Abrams, Robert Briggs, Esteban DeVeranez, Pat Doyle, Delores Drayden, Miriam Isaacs, Rick Johnson, Jenni Klein, Mary Lewis, Margurite Mazique (Project Officer), Luther Moser, Sylvia Peckman, Robert Rease, and Paul Vicinanza. We also received assistance from the following Head

Start Training and Technical Assistance staff: Joan Costley, Yvonne Jeffries, Karen Johnson, Mary Kirk, and Ruth Raimon-Wilson. Their kind cooperation is gratefully acknowledged.

Many Head Start staff and early childhood educators gave us ideas for workshop activities. Of primary importance was Bess-Gene Holt whose original work on the *Getting Involved* series provided the basis for this book. She also spent many hours reviewing the draft and made invaluable comments and suggestions. Other comments and suggestions were given by Marilyn Ayenew, Kristin Black, Barbara Bowman, Phyllis Brady, Theresa Count, Carol Fracassini, Anne Gauvin, Ena Harris, Barbara Hodges, Judith Kessler, John Kyle, Carole Mann, Norma Martinez, Sandra McElroy, Sumi Nakashima, Karleen Richter, Ann Safer, Mary Stevenson, Doris Webber, and Pat Zabriskie. Many of their ideas were incorporated into this book and are greatly appreciated.

Numerous other Head Start staff reviewed the field edition at conferences and training sessions. Although we cannot name them all here, we are grateful for their important contributions.

This book was field tested in various Los Angeles County preschool programs by Marilyn Ashley, Barbara Bortoluzzi, Kathy Flores, Betty Forbeck, Ruth Hayes, Joan Hoff, Edna Dumas Johnson, Patricia Koesler, Mel Lindsey, Janice Onami, Nini Quinones, Emilie Rubalcava, Rose Stack, Elba Sutterlin, Ron Garner, Tammie Kyle, and Arlene Hernandez. We thank them for their expertise and helpful reviews.

Although only one name is listed as the author of *Getting Involved: Workshops for Parents*, nothing written at the High/Scope Foundation is produced in a vacuum. I would like to warmly thank my colleagues for congenially tolerating my frequent interruptions, caused by both frustration and triumph, particularly Cindy Clark-Ericksen, Jackie Kann, Michelle Ludwig, Buff Schaefer, and Mark Tompkins. Finally, I am grateful to the person who was more than an editor for this book, Mary Hohmann.

E.F.
1984

Foreword

Getting Involved: Workshops for Parents calls to action parent workshop leaders. The book is a compilation of activities drawn from the experience of parents, teachers, consultants, and group leaders.

In organizing this book we could have focused on child development principles, drawing together key issues to be presented by workshop leaders to parents. In this case, the "experts" could organize their workshop presentations around questions parents might ask and summarize ideas parents should know about each issue. While it is true that such an approach is effective in transmitting factual information, like the nutritional value of specific foods, unfortunately many people do not change their behavior based on factual presentations. Consider, for example, how we have been bombarded by information about the negative effects of cigarette smoking, yet smoking continues as one of the major causes of illness and birth complications.

Next, we considered organizing the book around strategies for using parents as experts, encouraging them to share their ideas and experiences. At first glance, this was an attractive approach because parent-to-parent communication is very powerful, especially among young parents. However, it takes time for parents to focus on the needs of their children, and there is so little time available during the school year for parent meetings that the agendas must be set in advance and carefully structured to ensure both interest and success.

Thus, in the end, we chose to organize this book around a sequence of parent workshop topics that call upon both parents and workshop leaders to be the experts. In our approach, workshop leaders plan activities in which parents become actively involved so that parents and workshop leaders together determine the content and scope of each workshop.

The "Active Ingredients" in Adult Learning

It is our belief that parent education programs, such as the one presented in this book, must empower parents to take a large measure of responsibility for their own learning and to see themselves as persons who can act and who can effect change. In order for parent education programs to empower, we believe they must incorporate five "active ingredients."

Action. Learners, both children and adults, must be involved as early and as completely as possible in activities related to the concepts and ideas being taught. If parents are passive recipients of instruction, both their attention level and the amount of learning decrease. For example, having parents participate in an actual problem-solving situation teaches them more than does a lecture on how to use problem-solving techniques.

Purposes, goals, and products. Learners of all ages need to set short-term as well as long-term goals. Therefore, short, active workshop sessions with identifiable, concrete outcomes or products have the most impact.

Teamwork. Learners need to work together on tasks too big for one person alone. Parents can draw support from others if they have learned how to include others in their problem solving. As group members, parents can be encouraged to support and sustain one another and to avoid any tendency to belittle others' work. Together parents can share and modify their ideas, define problems, and create solutions.

Choices. Learners of all ages must be offered choices in the roles they play. These choices must be fair, real, frequent, and subject to clear consequences. Choices in what to learn, how to learn it, what materials to use, what alternatives to generate and to try out, give parents responsibility for their own education. Parents can take the initiative when offered choices within a workshop setting.

Personal success. Learners of all ages must experience frequent, personal success, both in small undertakings and in larger ones as they acquire more skills and assume more responsibilities. Just as with children, praise, support, encouragement, and "officially recognized" success perpetuate parents' desires to develop and grow. At workshops, recognition of a parent's success can come from peers and team members; even valiant attempts, while not always successful, should be recognized and commended.

Getting Involved, Making a Difference

There is no way to pretend that parents who are meeting to discuss their children are simply discussing their children. They are also discussing their experiences, their values, their points of view, their concerns, their hopes, their very lives. Workshop leaders can guide parents to a deeper understanding of how their life situations relate to their children's learning.

This book is designed to develop and/or strengthen the parent-child relationship in a way that enhances both parents' and children's learning. Children who have the degree of parental attention promoted in this book—a considered and continuous focus—are children who do better in school and in life as a whole. While *Getting Involved: Workshops for Parents* will not, by itself, accomplish these goals, it has the promise of greatly strengthening parent response to this challenge.

David P. Weikart
President
High/Scope Educational Research Foundation

GETTING INVOLVED

WORKSHOPS FOR PARENTS

1 Planning, Leading, and Evaluating Parent Workshops[*]

Planning a Parent Workshop Series

Before you start planning specific parent workshops, you will probably want to find out what parents want to know about their children's learning process, what parent concerns other staff are aware of, and what workshops or meetings have appealed to parents in the past. Using this information as a guide, you can plan a series of parent workshops that address the particular concerns and interests of the parents you are serving.

Assessing parent needs. To find out what kinds of workshops interest parents the most, contact parents directly through meetings, home visits, phone calls, or newsletters. However you decide to contact parents, you will probably want to make up a questionnaire on which to collect their responses. Whether you read the questionnaire over the phone, mail it, or leave it during a home visit, it might include the following questions:

1. What things do you enjoy most about your child?
2. What does your child enjoy doing?
3. What concerns do you have about your child?

---

[*] Some of the material in this chapter was taken with permission from *Getting Involved: Leader's Guide*, an original draft by Bess-Gene Holt, Ph.D. She prepared the draft for the Center for Systems and Program Development under contract No. HEW 105-80C-087 from ACYF, Department of Health and Human Services.

4. Which of the following topics would you like to know more about?
    _____ Your child's attitudes toward learning
    _____ Your child and play
    _____ Your child and language
    _____ Your child and reading
    _____ Your child and writing
    _____ Your child and math
    _____ Your child and science
    _____ Your child and TV
    _____ Your child and problem solving
    _____ Other (describe):
5. When would be the most convenient times for you to attend parent workshops?

Getting ideas from staff. Because classroom staff work with children and talk with parents, they offer another perspective on parent concerns. As you talk with classroom staff to gather their ideas, you might ask them the following questions:

1. What questions do parents ask about their children?
2. What are their greatest assets as parents?
3. In what areas do parents seem to lack confidence?
4. If you were planning a series of workshops for parents, what topics would you cover?

Reviewing past parent meetings or workshops. It may be helpful to review previous parent meetings so you can build their strengths and successes into your own workshop series. The following chart may help you summarize your findings:

Date	*Topic*	*Speaker/Media*	*Strengths*

Generating a parent workshop calendar. Once you have polled parents, classroom staff, and other people who have attended previous parent meetings, you can make up your own parent workshop calendar. You may not be able to cover everything, but you can combine topics. To begin the workshop series, you may want to choose a topic in which many parents have expressed an interest and with which people feel comfortable. Later on, as parents come to know you and each other, they will probably be willing to discuss more difficult or controversial issues. After you have combined and selected eight or nine topics (depending on how many parent workshops you plan to have in your series), arrange them in chronological order and assign them to months and specific dates if possible. Of course, you may make changes in this calendar as the year progresses and you come to know the parent group better. The following calendar provides something from which to work and plan:

	Date	*Topic*
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		

Obtaining the Getting Involved *Booklets.* If you do not already have these booklets, you can order them from the U.S. Government Printing Office (see page 4). If you have a shortage of the *Getting Involved* booklets for parents, you can use the booklets only during the workshops and collect them after each session; get a set of the booklets blown up to poster size and use the poster-size booklets at workshops; project the booklet you need on a screen using an overhead projector; make a slide/tape of the booklets; or make and distribute handouts based on the booklets. To order the *Getting Involved* booklets, write to:

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Orders must be accompanied by a check or money order made payable to the Superintendent of Documents. Orders must include titles and GPO stock numbers. There is a 25 percent discount on orders of 100 or more copies of any booklet sent to one address.

Getting Involved: Your Child's Attitude Toward Learning.
(GPO Stock Number 017-092-00087-1) $2.25

Getting Involved: Your Child and Problem Solving.
(GPO Stock Number 017-092-00085-2) $2.25

Getting Involved: Your Child and Reading.
(GPO Stock Number 017-092-00086-3) $2.25

Getting Involved: Your Child and Language.
(GPO Stock Number 017-092-00089-8) $2.25

Getting Involved: Your Child and Play.
(GPO Stock Number 017-092-00084-7) $2.25

Getting Involved: Your Child and Writing.
(GPO Stock Number 017-092-00080-4) $2.25

Getting Involved: Your Child and Math.
(GPO Stock Number 017-092-00081-2) $2.25

Getting Involved: Your Child and Science.
(GPO Stock Number 017-092-00082-1) $2.25

Getting Involved: Your Child and TV.
(GPO Stock Number 017-092-00088-0) $2.00

Planning Each Parent Workshop

Once you have decided on a sequence of parent workshop topics, you can begin planning each parent workshop in detail. (A planning form like the one on page 38 is included in each chapter.) As you read through the chapter related to your workshop topic, pick out, modify, and create activities you want to include.

For each workshop session, you may wish to plan a display of materials related to the topic, and a set of activities for parents. The beginning workshop activities described in this book introduce parents to each other and to the workshop topic. These activities are followed by ones that help parents generate their own ideas about the topic. Concluding workshop activities help parents design ways to apply workshop ideas in everyday situations with their children.

After you have planned a parent workshop, you might share your plans with several staff and parents. Staff and parents who are particularly helpful could form a team to help you plan future workshops.

Taking Care of Workshop Details

Once you have planned the content of a parent workshop, you can take care of the details that will help the workshop run smoothly. The following checklist may help:

Publicity

☐ In the fall, distribute a parent workshop calendar to parents and classroom staff. Briefly describe the workshop series, giving tentative dates, topics, times, and meeting places.

☐ Two weeks before each workshop, distribute an invitation to that workshop. Briefly describe the topic and include the date, time, and place. Give a telephone number to call to arrange transportation and child care.

☐ Four or five days before each workshop remind parents of the meeting, and confirm transportation schedules and child care needs.

☐ Post notices of each parent workshop around the community—in the grocery store, laundromat, library. Send notices to local newspapers and radio stations to include in their public service announcements. Indicate whether the meeting is just for Head Start parents or open to the public.

Special Invitations

☐ If one of the workshop activities includes a guest speaker, contact that person well in advance. Reconfirm a week before the workshop.

☐ Invite teaching staff so that parents and teaching staff can work together.

☐ To at least one meeting, invite community leaders, state legislators, and child advocates on whom you may need to rely should federal funding be reduced.

Building and Meeting Room

☐ Secure permission to use the building and room needed.

☐ Make arrangements for the building and room to be open for the time you need it and locked up when you leave.

☐ Before parents arrive, arrange the room you'll be using with
  ____ A place for coats
  ____ A place (or another room) for child care
  ____ Chairs arranged in meeting circle
  ____ Tables for working around
  ____ A place for refreshments

Transportation

☐ Inform parents about the availability of transportation to workshops.

☐ Arrange transportation for parents who need it:
  ____ Car pools
  ____ School bus

Child Care

☐ Inform parents about the availability of child care during workshops.

☐ Arrange for a responsible person (parent, teaching staff member, high school student, older sibling) to staff the child care room or area.

☐ Gather appropriate materials—toys, games, books, art materials, blankets, pillows.

☐ Set up the child care room or area ahead of time.

Materials and Supplies

☐ Review materials listed on the workshop planning form.

☐ Purchase or locate materials not immediately available.

☐ Gather all remaining materials. Make sure there are enough for each participant.

☐ Arrange display(s).

☐ Gather materials for making name tags.

☐ Write the workshop agenda on a chalkboard or large newsprint pad.

Refreshments

☐ Decide what refreshments you want to serve.

☐ Ask parents/classroom staff to bring specific items, or purchase them yourself.

☐ Locate or purchase cups, napkins, plates, utensils, coffee/tea pots, pitchers.

☐ Designate an area in the meeting room for refreshments.

Leading Parent Workshops

The leader's role. As a workshop leader you have the opportunity to help parents understand the importance of their participation in their children's learning.

As a workshop leader, you are a model. People accept and imitate an able, supportive group leader. Therefore, when you honor, respect, support, and accept workshop participants, you are modeling ways they can interact with their own children. Your enthusiasm for learning, problem solving, and democratic group-functioning can be contagious. When you set up problems to be solved and support participants in their effort to come up with their own solutions, you are including parents in a successful experience they can share with their children.

As a workshop leader you will be helping people to be successful, to see themselves as team members and problem solvers. As often as possible, you will be turning the group's attention from one participant to another. When you do your job well, participants will very likely come away with an appreciation of their own strengths and abilities.

Starting a workshop. Since you have already done everything you can do ahead of time to make sure that the workshop will run smoothly, your major goal now is to inspire workshop participants. One way to make participants comfortable is to be comfortable yourself. Enjoy what you are doing. Workshop participants will reflect your enjoyment, energy, and positive outlook.

Welcome participants as you would welcome guests into your own home. Greet people by name. Introduce yourself to people you do not already know. Show people where to put their coats, where to leave their children, and where to find refreshments. Give out name tags or direct people to the place where they make their own.

Begin the workshop by asking participants to take a seat in the meeting circle and to introduce themselves to at least three other persons. Briefly state the workshop topic and review the posted workshop agenda. Then proceed immediately to the first activity. The sooner participants are active, the sooner the learning process begins. Once involved in an activity, parents will have little time to worry, feel self-conscious, or wish they were at home. If the first activity calls for small groups, form the groups as rapidly as possible. Here are some techniques you might try.

- Numbering off by threes or fours (depending on how many small groups you need): Start the numbering-off process with the person to your right or left.
- Name-tag color groups: Provide three or four colors for people to choose as name tags. When it is time to break into small groups, have participants go to their name-tag color group.
- Alphabetical groupings: Using first names, have the A-F's in one group, the G-L's, M-R's, and S-Z's in the other groups. (You may have to move a few people if a group ends up being very small or large.)

Keeping a workshop going. Once a workshop is well underway, it is your job to keep it going. This still requires your involvement, although once things are started, the group begins to generate its own energy and enthusiasm.

Once small groups are formed, move from group to group answering questions; providing materials; and lending your support, encouragement, and praise. As you circulate, use these strategies.

- Be prepared to counteract insecurity and negative comments like "I can't draw," or "I'm terrible with my hands." You might respond, "Well, sometimes children feel discouraged about their abilities, too, so we point out all the good things about their drawings. They're not afraid to try once they find out that we are going to appreciate rather than judge their work."
- Encourage participants to learn from each other: "Look what Mrs. Blazedas has done with her pipe cleaners and clay!"
- Help participants solve their own problems by asking questions like "What else could you try with your materials?" or "How else could you hold your book together?"
- Involve participants who are hesitant or shy. If they look like they have something to say, be supportive and attentive. You might say, "Mrs. Smith, were you going to add something?" Or you might ask if anyone has something to add, and look at Mrs. Smith. You might also talk individually to Mrs. Smith, praise her for a wonderful idea, express the hope that she will share her insight with the group sometime, and ask if you could share her idea with the group while giving her the credit for it.
- Make arrangements to deal with special needs on an individual basis. Now and then, despite an established tone of give-and-take, one person's behavior dominates. There may be a participant with a preoccupying current problem, or someone who desperately needs attention. Unless the group clearly shares the problem or feeling and wants to participate in its resolution, plan to talk to this person after the workshop.
- Redirect groups when they stray from the topic. Each specific situation will require its own gentle approach. A group might be dominated by a very verbal participant with strong opinions, for example. In order to include other participants, you might have to direct questions to them: "Well, Mrs. Piña, it is clear that you have some very strong feelings about disciplining play situations. What happens at your house, Mrs. Canizaro, when your children play?"
- Make note of opinions and ideas to include in your summary of the activity.
- Respond to participants in the same way you want them to respond to their own children. Remember that you are a role model. Ask open-ended questions, listen, encourage, and support.
- A note of caution—keep the differences between teaching and parenting in mind, remembering that parents need, first of all, to parent—to tend to child-rearing priorities. They need attention, support, and respect for this basic

work. If you are a parent, you might also want to use caution in sharing your own parenting experiences. Participants will want to know if you are a parent, because it is part of your identity, but if you dwell on your difficulties with your own children, parents may wonder why they should learn about child development if such knowledge has not helped you. On the other hand, if you are the mother of a three-year-old daughter who does everything right, participants may grumble, "I wonder what she'd do with nine kids, like me." "When that kid turns seventeen, then tell me about it!" "She should have boys!" Participants easily get tired of the leader's success stories. Their own are more important. Finally, it is not easy to be the "expert's" child. Maybe we owe our own children some privacy when we ourselves go public.

Keep track of the time. Many groups will get so involved with what they are doing that they will lose track of the time. As you circulate, gently remind groups that they have only five minutes to complete their activity, for example, or that since they have 20 minutes left but two more tasks to complete, perhaps they should move on to the next task. Although you do not want to feel like a drill sergeant, you do want to have time for all the activities you have planned. You will want the workshop to end with the concluding activity that helps participants take workshop ideas back home. You will not want to end in the middle simply because you have run out of time.

Keep the group moving from one activity to the next. At the end of an activity briefly summarize findings and immediately introduce the next activity. Definite transitions, clearly managed, help maintain workshop coherence.

Drawing a workshop to a close. When the group finishes the last activity, take a few minutes to summarize workshop conclusions. Here are some strategies you might try.

- Draw the whole group into a meeting circle. Make a statement like "During this workshop we have been exploring the value of children's play. Let's list our major findings, and list what we're going to try at home with our children between now and our next meeting."
- Have participant pairs discuss major findings and things to try at home. Then have pairs report to the whole group.
- As a group, generate a Things to Remember/Things to Try at Home worksheet that would include a place to record things that happened at home to share during the next parent workshop.
- Remind participants of the topic for the next workshop. Ask for their questions, comments, and suggestions.
- Ask for volunteers to take on some of the responsibilities for the next workshop: telephoning, making refreshments, making name tags, arranging car pools and child care, gathering materials, setting up the room.
- Encourage participants to bring other adult family members and friends to the next workshop.

Evaluating Parent Workshops

A parent workshop is complete when you have assessed its strengths and weaknesses. To evaluate a workshop, review it with a small group of participants within a day or two of the workshop. (Or review it with the group with whom you shared your plans initially.) Together, or by yourself if you must, fill out an evaluation form like the one on pages 40 and 41. (An evaluation form is included in each chapter.)

Locating Community Resources

Local resources—people, places, publications, and materials—will enhance your workshops and put families in touch with sources of community support. To track down resources, all you need is the classified section of the telephone directory and a willingness to ask questions. You can also consult the Head Start director, members of the Policy Council and of the grantee board, teaching staff, school principals, secretaries, neighborhood workers, P.T.A. members, and people who have lived and worked in the community for a long time. Additionally, there are key sources in most every community where help is usually available.

The public library. Since libraries are in the resource business, acquaint yourself with the services of your local library, and tell the library staff about your parent workshop series. You might want to incorporate a library field trip into a workshop session on learning attitudes, language, reading, or writing. Such a trip might introduce parents to the children's book department; the check-out procedure for children's books; the availability of story hours, plays, puppet shows, and other library events for children; the periodical section; the vertical file for pamphlets and brochures; the fiction and non-fiction sections; library services for adults.

Museums. Some communities have art, historical, natural history, science, and/or industrial museums as well as zoos and botanical gardens. Museums usually have informative publications, knowledgeable staff members, and special workshops and events.

Public schools. Schools house libraries, media centers, and film collections. The local high school is often the center of adult, continuing, and vocational education. Teachers at every level are good resources, as are math, science, and reading specialists.

State Department of Education. The state provides publications, videotapes, and staff with special expertise.

The Cooperative Extension Service. Specializing in agriculture, home economics, and related areas, the extension service is set up with federal support through the state's land grant college or university. The extension system serves virtually every community in the country, usually on a county-wide or district-wide basis, with programs adapted to the needs of urban as well as rural citizens. The extension service provides know-how and clearly written materials on some of the topics your workshop will cover and on many related topics—homemade toys, gardening, keeping pets, child safety, family nutrition, and recipes. Extension offices have access to films and may lend audio-visual equipment.

Colleges and universities. Institutions of higher education offer informed faculty members; libraries; departments (often with their own libraries) of child development, family relations, developmental psychology, early childhood education; child care and child study programs; museums; research facilities; computer services; and graphic art services.

Other community resources. Each community is unique. Find out about dance, theater, and music groups (especially those that present children's events); ethnic organizations; health centers and medical facilities; local newspapers; and radio and television stations.

National groups. Many professional and civic groups have local affiliates. Become familiar with organizations interested in developmental education and family involvement. For information and publications write to:

Administration for Children, Youth and Families
P.O. Box 1182
Washington, DC 20013

Association for Childhood Education International
2615 Wisconsin Ave., N.W.
Washington, DC 20016

Child Development Associate Consortium
Suite 500 Southern Building
805 15th St., N.W.
Washington, DC 20005

ERIC/EECE
College of Education
University of Illinois
Urbana, IL 61801

National Association for the Education of Young Children
1834 Connecticut Ave., N.W.
Washington, DC 20009

Association for Supervision and Curriculum Development
225 N. Washington St.
Alexandria, VA 22314

National Education Association
1201 16th St., N.W.
Washington, DC 20005

National Parent Teacher Association
1201 16th St., N.W.
Washington, DC 20005

Phi Delta Kappa Educational Foundation
Eighth and Union
Box 789
Bloomington, IN 47402

Southern Association on Children Under Six
Box 5403 Brady Station
Little Rock, AR 72215

2 Your Child's Attitudes Toward Learning

What Workshops About Positive Learning Attitudes Can Achieve

The way people feel about themselves affects the way they work and the way they relate to other people. People who feel good about themselves, who feel capable and confident in their own skills and abilities, are more likely to succeed than people who are filled with self-doubt. Children are the same. Children who feel good about themselves, who feel that they can do things well, generally enjoy the challenges of learning. Parent workshops about positive learning attitudes can help parents understand that giving children positive attention, praise, and support helps children feel good about themselves and about learning.

Workshops can help parents see that children learn best when they are successful. When children are given tasks they can do or that challenge them within the limits of their emerging developmental abilities, they enjoy doing them, take pride in their accomplishments, and ask for more.

Workshops can help parents understand that children learn best about the things that interest them. Children need to know whether they have enough plates for everyone in the family when they set the table. They want to find the two blue socks that go together when they help sort the laundry. They are interested in what makes the marks all over the sidewalk. These personally meaningful experiences motivate children to learn, to find out, and to draw conclusions.

Workshops can also help parents understand that children enjoy learning. Children enjoy fitting things together and taking them apart, figuring out how things work and what happens when you try something one way and then another. Children enjoy learning new skills like making numbers and letters. They may struggle and become frustrated at times and work hard to master a new skill, but they also enjoy the work of learning when it is within their ability and they have needed support over the rough spots. Once a child has gained a new skill, he or she takes great delight in demonstrating and practicing it over and over again: "See what I can do. Watch me."

Finally, workshops about positive learning attitudes can help parents see their own children as competent young people who are capable of doing many things for themselves, given the opportunity and necessary support. Children develop positive learning attitudes when they have many opportunities to try new things, complete projects of their own design, and solve the problems they encounter along the way.

Questions Parents Often Raise About Learning Attitudes

My son is a whiner. How can I get him to try something new without all the fuss?

Some children feel very insecure about trying new activities. Often they would rather do the same things over and over again because it makes them feel safe. Sometimes, however, they need a little nudge from someone they trust, so they can find out that new activities are also enjoyable and exciting. One way to help children is to set clear, reasonable expectations: "Before you watch TV today I want you to spend a short time playing outside." Then provide support: "I'll sit on the step and watch you." Make sure you praise their efforts: "I was so glad you played ball with Matthew. You made some good catches." Most children may not need this extra nudge, but if your child does, be there with support and praise.

My child always wants to do things her way. Will her stubbornness stop her from learning?

Children who think they know all the answers can be annoying to adults, but one of the best ways for them to learn is to try out their ideas. They learn more from their own mistakes than from anyone else's instructions. Initiative, confidence, and motivation are important positive learning attitudes that "stubborn" children often have.

My child is so shy and quiet, I'm afraid people will think that she's slow or something. How will she do in school?

Shy children usually do not get as much attention as more outgoing children do, but that does not mean they do not succeed. You can help your daughter by giving her opportunities to meet people and talk with them. At the dinner table, encourage her to talk about her day. Have her give the money to the cashier at the grocery store. Expect her to give her own order at a restaurant. And when she does talk to others, support and praise her efforts.

How can I make Pete stop long enough at home to read a book or color?

Page 15 of *Your Child's Attitudes Toward Learning* has a good strategy for this problem:

> *Provide quiet times for your children's quiet activities by eliminating distractions so that they can concentrate and enjoy what they are doing. Good quiet-time activities include drawing, putting puzzles together, and looking at books.*

Think about the time during your child's day that is most appropriate for quiet activities—right after lunch, before bedtime, when sister gets home from school. Make that a daily quiet time so he or she always knows when it will occur. Provide a space for quiet activities and a few choices. You might also spend some time with your child to encourage quiet activities.

Learning Attitude Workshop Displays: Setting the Scene

You can help parents begin to think about and define positive learning attitudes by setting up displays they can look at and talk about before the workshop starts. Here are some possible display ideas.

- A poster of photographs or magazine pictures of activities in which the children who are involved are proud, interested, happy, or motivated, labeled with this question: Can you identify these children's feelings about themselves?
- An empty pail or wastebasket and some tennis balls or small rubber balls, labeled with this question: Can you make a basket?
- A list of attitudes like interested, bored, confident, insecure, proud, ashamed, persistent, and distracted, labeled with this question: Which attitudes encourage learning?
- Pictures of children and families doing things together, with this caption: Experiences That Build Positive Learning Attitudes.
- A collection of odd, hard-to-identify objects such as kiwi fruit, tree fungus, an apple-corer, a plastic cork-screw, a plastic green pepper pen, or silly putty, and this caption: Learning is exploring and discovering. What do you think these things are?

Choosing Workshop Activities

The following workshop activities are arranged under three categories to correspond to the beginning, middle, and end of a positive learning attitude workshop:

Introducing Positive Learning Attitudes (beginning)

Activity 1. *Memories About Learning*
Activity 2. *Hitting the Target: How Success Affects Ability*
Activity 3. *On-the-Job Role Play*

Generating Ideas About Positive Learning Attitudes (middle)

Activity 4. *Deciding When to Help*
Activity 5. *Defining Positive Learning Attitudes*
Activity 6. *Encouraging Positive Learning Attitudes*

Taking Positive Learning Attitudes Home (end)

Activity 7. *Sharing Successful Activities*
Activity 8. *Family Field Trips*
Activity 9. *Home Activities That Promote Positive Learning Attitudes*
Activity 10. *Making Things to Take Home*

To plan a learning attitudes workshop for parents, choose at least one beginning, one middle, and one ending activity. A form for recording your plans for the workshop is provided on page 38. If the following activities do not suit your particular parent group, change them so they do, or make up new activities (using the forms on pages 28 and 29). In this book record changes you make, so you will have them for future reference.

Introducing Positive Learning Attitudes

Activity 1. *Memories About Learning*

Objectives

To open with an enjoyable, personal experience parents can share

To help parents remember their childhood experiences and relate them to their children's development

Materials

Paper

Crayons, markers, water colors

Space Requirements

Table space for each participant

Approximate Length

30 minutes

Procedure

Beginning. Ask participants to think about their own childhood experiences. Ask them to use the materials to draw or write about a pleasant, happy memory.

Middle. Have each participant share his or her picture or story. After the sharing, point out that no one (or very few persons) mentioned an academic experience related to learning to add, spell, or write. Note that most of the experiences involved success, challenge, or discovery.

End. Ask parents to consider ways in which the positive personal experiences they had as children can influence their expectations for their own children.

Activity 2. *Hitting the Target: How Success Affects Ability*

Objective

To examine and compare the effects of positive and negative feedback

Materials

A set of name tags—half of them blue and half of them red
One pail or wastebasket for each group of three to five participants
Six tennis balls or small rubber balls for each pail or wastebasket
Newsprint pad, easel, marker

Space Requirements

Space for participants to meet in a large circle, space for each group to throw balls into a pail or wastebasket

Approximate Length

30 minutes

Procedure

Beginning. Introduce the activity by saying something like this:

> "Most people agree that children who have successful experiences early in their lives continue to be successful. In other words, if children are given tasks at which they *can* be successful, they tend to have better attitudes about learning and are able to learn more. Children need to feel good about their abilities. Being praised and having successful experiences helps them have positive learning attitudes. Now, let's see if the same is true for us."

Divide the group into teams of three to five people. Explain that you want them to see how many times they can hit the target. You might have the following rules written on the newsprint pad:

1. One person throws all six balls at the pail.
2. His or her score is counted: two points for each "basket," one point for hitting the basket but not getting the ball in, zero for missing altogether.
3. Each person takes a turn.
4. If the person throwing the balls has a blue name tag, praise his or her efforts. If the person throwing the balls has a red tag, say what an awful job she or he is doing.

Middle. Circulate as the groups play ball. Make sure there are persons with both red and blue name tags in each group.

End. Divide a large sheet of newsprint in half, labeling one side "Blues: The Effects of Praise" and the other side "Reds: The Effects of Put-Downs." Bring the groups together. Write the blues' scores in the blue column and the reds' scores in the red column. Ask participants these questions:

How did you feel when you were praised? When you were put down?
How did this affect your score?
How do you think children feel and perform when they are praised? When they are "put down"?
What happens to children when their efforts are always praised? Always belittled?
Are children more likely to try something new when they are praised for their efforts or when they are teased and belittled?
Did anyone feel goaded or challenged to do well just to disprove the discouraging statements of others?
Even if you find a "put-down" challenging, would you prefer a steady diet of discouragement or a steady diet of praise?
Which do you think children would prefer?

Activity 3. *On-the-Job Role Play*

Objectives

To compare supportive and non-supportive situations
To discuss the effect praise and support have on people's ability to learn and work well

Materials

On-the-Job Role Plays (page 30)
Props: sunglasses, suit jacket, two chairs
Newsprint pad, easel, marker

Space Requirements

Space for participants to sit in chairs arranged in a semicircle

Approximate Length

20 minutes

Procedure

Beginning. Ask participants if they have ever been in a work or learning situation that was difficult because the supervisor or teacher always told them that they were doing a bad job. Explain that you are going to role play some contrasting work situations and discuss the effects of the supervisor's behavior on the worker. Ask for two or four volunteers. (You may want to play the supervisor in both situations.)

Middle. Give the volunteers On-the-Job Role Plays. Have them read their scripts while you set up two chairs in front of the group. Act out the first role play situation and then the second one.

End. Ask the group to describe what happened in each on-the-job role play situation. (For example, in the first role play, the supervisor interrupted, wore sunglasses, was negative.) Ask the actors to discuss their feelings. Ask which worker would probably do a better job the next day and why. Ask participants to relate these role play situations to situations children experience. Ask how a teacher or parent who treated children like the first supervisor or like the second supervisor would affect a child's attitude toward learning.

Generating Ideas About Positive Learning Attitudes

Activity 4. *Deciding When to Help*

Objectives

To help parents see how they can foster learning by helping children help themselves

To help parents develop strategies that encourage children's positive attitudes

Materials

Newsprint pad, easel, marker
Promoting Positive Learning Attitudes (page 31), four copies
Your Child's Attitudes Toward Learning
Sara and the Door by Virginia Jensen (optional)

Space Requirements

Space for participants to meet in a circle and to break up into four small groups

Approximate Length

30 to 45 minutes

Procedure

Beginning. Read the book *Sara and the Door* or tell a story of your own that illustrates the dilemma parents often face in deciding when to help their children and when not to. Ask parents for similar situations they have faced with their own children. Review pages 6-8 in *Your Child's Attitudes Toward Learning.* Ask parents to list the strategies suggested in the book. Write them on the newsprint pad.

Middle. Ask participants to break into four groups. From Promoting Positive Learning Attitudes, let each group select a different situation to discuss. As they discuss their situation, they should decide whether a parent should help or not. If help should be given, how? If not, how should praise and support be given?

End. Bring the groups back together. Have each group share its situation and strategies. Discuss the emotional issues involved. Go back to the newsprint pad list and see which strategies were used.

Generating Ideas About Positive Learning Attitudes

Activity 5. *Defining Positive Learning Attitudes*

Objectives

To define positive learning attitudes
To generate strategies for fostering positive learning attitudes

Materials

Your Child's Attitudes Toward Learning, one for each group*
Positive Learning Situations (page 32), one copy for each group
Newsprint pad, easel, marker

Space Requirements

Space for participants to meet in a circle and in small groups of three to five people each

Approximate Length

30 minutes

Procedure

Beginning. Read aloud page 4 of *Your Child's Attitudes Toward Learning.* Ask participants why they think good feelings about learning are important.

Middle. Break up into groups of three to five persons each. Give each group a Positive Learning Situation and *Your Child's Attitudes Toward Learning.* Ask each group to write answers to the questions listed by referring to *Your Child's Attitudes Toward Learning.*

End. Bring the groups back together to share their ideas. Make a list of all the strategies mentioned that foster positive learning attitudes.

---

*If you do not have enough booklets, see page 3 for alternatives.

Generating Ideas About Positive Learning Attitudes

Activity 6. *Encouraging Positive Learning Attitudes*

Objectives

To consider ways parents can talk to their children to encourage positive learning attitudes

To define positive learning attitudes

Materials

Your Child's Attitudes Toward Learning, one for each group or pair*

Newsprint pad, easel, marker

Space Requirements

Space for participants to meet in a circle and to meet in ten small groups or pairs (depending on the size of the group)

Approximate Length

30 to 40 minutes

Procedure

Beginning. To the whole group, read aloud page 3 in *Your Child's Attitudes Toward Learning.* Discuss Lamont's positive learning attitudes. Ask participants how his mother helped him develop positive learning attitudes.

Middle. Have participants form pairs (no spouses together). Assign each pair a picture from *Your Child's Attitudes Toward Learning* (pp. 4, 6, 8, 10-11, 12, 13, 14-15, 16-17, or 18-19). Ask each pair to write a conversation to accompany the picture. The conversation should illustrate the child's positive learning attitudes and how the child's mother or father encourages these attitudes.

End. Bring the groups back together. Have each group read its conversation to the rest of the participants. Next, read aloud page 4 of *Your Child's Attitudes Toward Learning.* Ask parents to consider their conversations and to discuss which positive learning attitudes the child in their picture and conversation has.

---

*If you do not have enough booklets, see page 3 for alternatives.

Taking Positive Learning Attitudes Home

Activity 7. *Sharing Successful Activities*

Objectives

To give parents a chance to share successful activities their children enjoy
To generate a list of successful activities for children of Head Start age

Materials

Newsprint pad, easel, markers
Paper and pencils

Space Requirements

Space for participants to meet in a circle

Approximate Length

20 minutes

Procedure

Beginning. Pass out paper and pencils and ask each parent to list at least three constructive activities that his or her child likes to do and does successfully.

Middle. Ask participants to share and explain the activities on their lists. As they do so, list the activities on the newsprint pad. Discuss what positive learning attitudes children would need to be successful at these activities.

End. Ask each parent to choose at least one of the activities listed to do with his or her child the next day.

Taking Positive Learning Attitudes Home

Activity 8. *Family Field Trips*

Objectives

To help parents identify family outings that can reinforce positive learning attitudes

To increase parents' knowledge of learning opportunities within the community

Materials

Community resource lists, newspapers, city maps, brochures
Planning Family Field Trips (page 33), enough for each small group
Newsprint pad, easel, marker

Space Requirements

Space for participants to meet in a circle and in small groups

Approximate Length

30 to 40 minutes

Procedure

Beginning. Ask participants to describe briefly their interests and how they like to spend their leisure time. As participants mention their interests (sports, crafts, gardening, and so on), write them down on a chalkboard or large piece of newsprint. When this list is complete, go back to the first interest on the list and ask participants to name all the related places they can think of to visit. Make a list of these, also.

Middle. Divide participants into small groups. Ask each group to plan a family field trip. Provide each group with Planning Family Field Trips, a city map, and whatever other information you have pertaining to places they choose to visit.

End. Bring everyone back together to share ideas. Tell participants that you will make copies of the field trip list to send home.

Activity 9. *Home Activities That Promote Positive Learning Attitudes*

Objective

To develop specific strategies that promote positive learning attitudes

Materials

Your Child's Attitudes Toward Learning
Positive Learning at Home (page 34), one for each small group

Space Requirements

Space for participants to meet in a circle and in four small groups

Approximate Length

30 minutes

Procedure

Beginning. Begin a discussion by saying that there are many ways parents can help their children develop positive learning attitudes. Some of these ways are listed on page 15 of *Your Child's Attitudes Toward Learning.* Read page 15 aloud.

Middle. Divide participants into four small groups. Each group will discuss one of the points just read. Hand out Positive Learning at Home to each group, and ask each group to discuss one of the four situations listed.

End. Bring the groups back together, and ask them to share their ideas. Ask every parent to choose at least one strategy to try the next day with his or her child.

Taking Positive Learning Attitudes Home

Activity 10. *Making Things to Take Home*

Objective

To have parents make something to take home to their children

Materials

Making a Playdough Recipe Chart (page 35)
  Construction paper, markers
Making "A Book About Me" (page 36)
  Paper, crayons, pens, stapler
Making an "I Like You Because. . ." Card (page 37)
  Pictures, doilies, ribbon, crayons
  Extra materials for parents to take home

Space Requirements

Three tables, each set up with one of the sets of materials listed above

Approximate Length

30 minutes

Procedure

Beginning. Remind participants that one of the ways children develop positive learning attitudes is by being active and working independently. Parents can help their children develop positive learning attitudes by providing time, space, materials, and support. Ask each participant to choose one of the three following activities:

Making a playdough recipe chart to use with your child
Making a blank book for your child called, "A Book About Me," that your child can fill in
Making a card for your child that says, "I Like You Because. . ." and taking home materials with which the child can make a card

Middle. Have each participant go to the table appropriate for his or her chosen activity and get to work.

End. Bring participants back together. Ask for volunteers to share their charts, books, and cards. Ask how these activities foster positive learning attitudes in children.

Positive Learning Attitudes

Activity 11.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

Middle.

End.

Positive Learning Attitudes

Activity 12.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

Middle.

End.

Positive Learning Attitudes Workshop Handouts

On-the-Job Role Plays

1. The worker walks into the supervisor's office, looks around nervously, and sits down in a chair. A minute or two later, the supervisor walks in wearing sunglasses and a jacket.

Supervisor: Oh, you're here, are you?
Worker: (Stands up.) Yes, sir/ma'am (whichever is appropriate).
Supervisor: You've been late every day this week. What's your excuse? Your work's been sloppy, too.
Worker: My daughter has been. . .
Supervisor: There's really no excuse. You're late. You're sloppy. I don't know how long we can keep you on.
Worker: I really need this job, sir/ma'am. I do the best I can, but there's a problem with the machinery. It might help if you. . .
Supervisor: We don't need your suggestions. Now get back to work.

2. The worker is working on an assembly line. The supervisor walks over.

Supervisor: Martha (Matt), could you take a break?
Worker: (Looks up and wipes hands.)
Supervisor: Matt (Martha), I've noticed you've been having a hard time getting to work on time. Is something the matter at home?
Worker: My daughter's school closed down for the summer so I have to get her to the babysitter's. That's across town.
Supervisor: Well, we really need you to put in a full day. Do you have any suggestions?
Worker: Could I take a later shift?
Supervisor: Let's talk to the rest of the team and see if someone could switch. How's the work going otherwise?
Worker: I haven't been working up to count lately. I wonder if there's something the matter with the machine.
Supervisor: We'll check into that. Thanks for letting me know. You're one of the best workers. We sure don't want you slowed down by bad equipment.
Worker: Thank you.
Supervisor: Thanks for talking with me.

Promoting Positive Learning Attitudes

1. Four-year-old Matt is eating breakfast. He has only about ten minutes before he has to catch the bus. As he reaches for the cereal box he spills his milk.

   Would you help him clean it up or wouldn't you? What would you say or do? List as many possible strategies as you can.

2. Four-year-old Jeanette has just gotten home from Head Start. Her mother asks, "How was school today?"

   "Teacher don't like me."

   "Why?"

   "I can't color birds right." Jeanette begins to cry.

   Would you try to help her or not? What would you say or do? List all the strategies you can think of to try.

3. Four-year-old Cliff is helping his mother put away the dishes. He gets a pair of tongs caught inside of an egg beater. When he tries to pull them out they just get more entangled.

   Would you help or not? What would you say or do? List as many possible strategies as you can.

4. Four-year-old Leann is drawing with crayons. She scribbles through her picture and pushes it aside. She starts again and pushes the second picture aside. "Mommy," she says, "will you draw me a helicopter? I can't."

   Would you help or not? What would you say or do? List as many possible strategies as you can.

Positive Learning Situations

1. Three-year-old Tammy is building a block tower. The blocks keep falling down just as she gets near the top. She rebuilds the tower four times before it finally stays up. She laughs, knocks it down, and starts all over again.

   What positive learning attitudes does Tammy have? How do you think Tammy's parents helped her gain positive learning attitudes?

2. Len's older brother is collecting tadpoles for his science class at school.

   "What are you doing?" Len asks.

   "Catching tadpoles for school," his brother answers.

   "Can I help?"

   "Okay."

   "What are tadpoles? How do you catch 'em? I can do it."

   What positive learning attitudes does Len have? How do you think Len's parents helped him gain positive learning attitudes?

3. Peter is helping to sort and fold the laundry. He finds a shirt that he knows isn't his, but he doesn't know whether it is his younger brother's or his older sister's. First, he holds it up to himself to see how big it is. He still isn't sure. Then he measures it against another shirt of his sister's. It's too small. He folds it up and puts it on his brother's pile.

   What positive learning attitudes does Peter have? How do you think Peter's parents helped him gain positive learning attitudes?

4. Julie and Mark are playing with a broken camera. Julie pretends to take a picture of Mark, and then she draws a picture to stick inside the camera. Mark asks, "Julie can I have a turn?" Julie walks away. Mark starts to follow but turns to the toy shelf instead. He takes two little boxes and some tape off the shelf. He tapes the little box onto the bigger one. "Hey, Julie," he yells, "let me take *your* picture!"

   What positive learning attitudes does Mark have? How do you think Mark's parents helped him gain positive learning attitudes?

Planning Family Field Trips

1. Where will you go on the field trip?

2. How will you get there?

3. List some ways you could introduce the idea of the field trip to your family.

4. What choices could your children make about the field trip?

5. What do you think your children might learn on the field trip?

6. What related activities could you do at home with your children when you return from the field trip (drawing pictures, writing a story that a child tells you, for example)?

Positive Learning at Home

1. "Provide times for your children's quiet activities by eliminating distractions, so they can concentrate and enjoy what they are doing. Good quiet-time activities include drawing, putting puzzles together, and looking at books." (From *Your Child's Attitudes Toward Learning*, page 15)

   When could you provide quiet time for your child? What distractions might occur during this time? How could you eliminate them? What are some other quiet activities your children might like?

2. "Help your children create special places for their belongings: 'Here's a shoe box for your little cars.' 'Use this hook—it's just for your coat!' " (From *Your Child's Attitudes Toward Learning*, page 15)

   What are some of your children's belongings that could use special places? Where might these special places be? How could you label them so your children know they are theirs?

3. "Let them play with things around the house that are safe, such as empty boxes, pots and pans, and empty thread spools. Sometimes parents need to surpervise their children as they play with household materials." (From *Your Child's Attitudes Toward Learning*, page 15)

   What are some of the things around the house your children like to play with? Do you need to supervise them when they play with these things?

4. "Involve the whole family in learning experiences. There are lots of activities families can do together: reading stories, watering the plants, or going to the park or playground." (From *Your Child's Attitudes Toward Learning*, page 15)

   What are some things your families do together? Which ones do you do at home? Which ones do you do away from home?

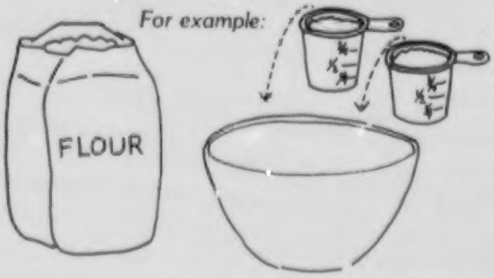
Making a Playdough Recipe Chart

Young children cannot read words, but they can read pictures. On construction paper make a picture recipe for playdough. (Use different colors to make the pictures clearer.)

Ingredients:	2 cups flour	1 spoonful oil
	1 cup salt	food coloring
	1 cup water	

1. Put 2 cups of flour in a bowl.

For example:



2. Add 1 cup of salt.

3. Mix in 1 cup of water.

4. Add 1 spoonful of oil.

5. Mix in the food coloring.

Making "A Book About Me"

Using the materials on this table, make a blank book for your child. Take the book home and have your child add pictures and drawings to make his or her own "A Book About Me." As a group, discuss these questions:

1. How will you introduce this activity to your children?

2. Will you write down what your children say about themselves?

3. What materials in addition to the book will you need?

Making an "I Like You Because. . ." Card

Use the materials on this table to make a card for your child that tells your child why you like him or her. What are some special things that your child does? What do you enjoy doing with your child? Include these things on your "I Like You Because. . ." card. When your card is finished, choose some materials from this table to take home so your child can make a card about you or another family member.

Attitude Workshop Planning Form

Date & Time ____

Location ____

Objectives ____

Activities	**Materials**
Display(s)	
Introducing the topic	
Generating ideas about the topic	
Taking it home	

Additional Planning Notes

Attitude Workshop Evaluation Form

Displays

Did participants respond positively to the displays? Why or why not?

Activities

What were the strengths and weaknesses of each activity?

Activity	*Strengths*	*Weaknesses*

Conclusion

Did the workshop end satisfactorily? Why or why not?

Concerns

List particular participant concerns that should be incorporated into the next workshop or followed up in some other way.

Modifications

For each item below, note any suggestions that would enable the next workshop to run more smoothly.

Publicity

Special invitations

Building/meeting room

Transportation

Child care

Materials/supplies

Refreshments

Other Comments

3 Your Child and Play*

What Workshops About Play Can Achieve

Play is a natural, vital part of childhood. When children play, they are energetic, purposeful, attentive, and serious as they make discoveries about people, places, and things. Parent workshops can help parents value and appreciate their children's play.

Workshops can help parents understand the relationship between play and learning. Children enjoy play. They choose what and how to play. They work hard at play. They concentrate their energies and attention on play for long periods of time. Play satisfies them. The elements that motivate children to play—enjoyment, choice, challenge, concentration, satisfaction—are the same elements that motivate children to learn.

Workshops can help parents see that play provides practice in basic skills. The skills children develop through play are the same skills required for reading, writing, math, and science. Play workshops can help parents make the connection between drawing and reading, between block building and counting, between digging in the dirt and doing science experiments, between talking to stuffed animals and explaining ideas to other people.

Workshops can help parents view play as a form of expression. As they watch and listen to their children's play, they can find out what their children think, feel, worry about, and enjoy.

Workshops can encourage parents to make play a family event. Playing with their children is one way parents can enjoy their children while giving them a feeling of belonging, worth, and self-confidence.

Workshops can help parents see that play is a laboratory where children try out solutions to physical and social problems, where children ask, "What would happen if . . . ?" "What would happen if I poured some water into this cup?" "What would happen if I made a funny noise instead of talking?"

---

*Some of the material in this chapter was taken with permission from "Getting Involved: Leader's Guide to Your Child and Play," an original draft by Bess-Gene Holt, Ph.D. She prepared the draft for the Center for Systems and Program Development under Contract No. HEW 105-80C-087 from ACYF, Department of Health and Human Services.

Workshops can help parents understand the developmental nature of play. Children of different ages play differently. Appropriate four-year-old play is different from appropriate two-year-old play.

Workshops can help parents appreciate, enjoy, and support children's play.

Questions Parents Often Raise About Play

What do you do when children's play becomes too silly or too destructive?

Look at what children were attempting to do. Perhaps they have strayed from their original, peaceful play because they needed help solving a problem, finding the right materials, or figuring out what to do next. Sit down with them; offer your services and ideas. Let them know that you will help them get back on track.

Sometimes children need "time out" to calm down. Help them find a quiet place and suggest that when they are ready, you will help them find a way to continue their activity or to plan a new one.

What do you do when play becomes too noisy?

Most children make noise when they play, but some children sometimes make so much noise that other family members are disturbed. A toddler banging pan lids together like cymbals, for example, can jar the nerves of even the calmest parent. It is important to realize that most children do not bang because they want to annoy their parents, but because banging is a satisfying rhythmic experience that produces results. This puts the parents in a problem-solving position. What things can I give my toddler that he can bang together and I can stand to listen to? Paper plates? Wood blocks? Could he bang lids together in another place? Outside? In the hallway?

Older children often play noisily when they play together. They can be asked to lower their voices or move their play to a more suitable place.

What about the times when play, like karate kicking and "doctor," becomes inappropriate?

Sometimes children's play becomes too dangerous or too intimate for parents' comfort. Children need matter-of-fact limits and rely on parents to set and uphold them consistently: "You can tag but you can't karate kick. It's too dangerous." "You can play doctor as long as you keep your clothes on. Otherwise, people are embarrassed."

Play is all right for young children, but isn't play for older children just a waste of time?

Here is a chance to talk about the relationship between play and learning. Play provides skill practice for people of all ages. A seven-year-old playing with blocks, for example, is experimenting with complex mathematical and physical concepts. His or her buildings involve balance, symmetry, intricacy, and originality. Successful block builders are more likely to be successful at other tasks because they see themselves as able persons.

My child is very serious. She'd rather look at a book or do a workbook than play. Should I worry about her?

All children are different. Some are more energetic. Some are more contemplative, but every child needs the opportunity to play in his or her own style. Parents first need to make sure their children have space, time, materials, and people to play with. Next, they need to examine and appreciate their child's style of play. Children who play very quietly may not appear to be playing in comparison to a boisterous sibling. Some children also go through "stages" where all they want to do is read or play with cars or dress up.

What about neighbors, in-laws, or spouses who laugh at children's play?

Adults who ridicule, tease, or belittle children often think they are doing so in a playful spirit. In fact, they are causing unnecessary conflict and bad feelings. It is not always easy to talk with adults about such a habit and its effect on your child, but it is worth a try. For example, you might say, "Aunt Maude, whenever you tease Eddie about the way he draws, he stops drawing. He's only four, so of course his drawings don't look like Ellie's. She is fifteen and has had lots of time to practice. But if we tease Eddie now, he may stop drawing altogether and that would be too bad for him and for us, too. He gets enjoyment from drawing, and I like to hang his pictures up around the house because they are so free and colorful. Please try to think of something nice to say."

Play Workshop Displays: Setting the Scene

Setting up play-related displays in the room where you are holding your play workshop will help draw parents into the room and help set the workshop tone. Here are some displays to consider.

- Posters, photographs, and magazine pictures of children and families playing. Include a caption like this: Everybody likes to play.
- Slides of children and families playing together. (This requires a slide projector that can be run on "automatic.")
- A videotape or film of children and parents playing together—playing ball, swinging, building a snowman, skipping stones in a pond, building a tower with empty milk cartons, for example.
- "Junk" materials displayed under the caption, What would your child do with these? or Don't throw it away—play with it. In your display include two

government publications, *Beautiful Junk* and *Fun in the Making* (see Publications and Films) as well as publications from your state extension service on homemade toys and using junk for play materials.

- Reasonably priced toys purchased locally. Include labels indicating the source, the price, and important features of each toy. Post a list telling what to look for in toys. Such a list might include:

  Developmental appropriateness: not too hard, not too easy
  Flexibility: useful in many different ways
  Durability: well made, safe
  Visual appeal: pleasing to look at

- Classroom toys, with instructions like this: Please play with me. Such a display might include:

  A doll house with dolls and furniture
  A set of blocks
  A "Blockhead" game
  Tinkertoys, large and small
  Construction paper, scissors, tape, a stapler, crayons
  Playdough or clay
  Two play telephones, hats, handbags
  Pipe cleaners

Choosing Workshop Activities

The following play workshop activities are arranged under three categories to correspond to the beginning, middle, and end of a play workshop:

Introducing Play (beginning)

Activity 1. *Play: A Hands-On Experience*
Activity 2. *Defining Play*
Activity 3. *Questions Parents Often Raise About Play*

Generating Ideas About Play (middle)

Activity 4. *The Development of Play*
Activity 5. *Practicing Basic Skills Through Play*
Activity 6. *Expressing Ideas Through Play*
Activity 7. *Learning Through Play*

Taking Play Home (end)

Activity 8. *Ways to Encourage Play at Home*
Activity 9. *Playful Things to Do With Your Children*
Activity 10. *Making Puppets*

To plan a play workshop for parents, choose at least one beginning, one middle, and one ending activity. A form for recording your plans for the workshop is provided on page 72. If the following activities do not suit your particular parent group, change them so that they do, or make up new activities (using the forms on pages 58 and 59). In this book, record the changes you make, so you will have them for future reference.

Introducing Play

Activity 1. *Play: A Hands-On Experience*

Objectives

To involve participants in play
To define how it feels to play

Materials

Newsprint pad, easel, markers
Sets of materials for participant pairs to play with together. Materials might include a doll house with dolls and furniture; large and small blocks; Lincoln Logs; Tinkertoys; cars, trucks, animals, and people; construction paper, scissors, tape, stapler, and crayons; playdough; pipecleaners, wire, and buttons; two telephones, hats, and handbags.

Space Requirements

Enough table space and floor space around the room for participant pairs to work comfortably

Approximate Length

15 minutes

Procedure

Beginning. Ask each participant to find a partner other than his or her spouse and, together with the partner, pick out a set of toys and play with them for about ten minutes.

Middle. As participants play together, give them support and encouragement as needed. After eight minutes or so, give a two-minute warning: "We'll be stopping in about two minutes to talk together about our play."

End. Ask each pair to say something about their play experience, whether it was fun, if they discovered anything new. Write down comments on a newsprint pad. Summarize findings.

Activity 2. *Defining Play*

Objective

To develop a working definition of play

Materials

Newsprint pad
Markers
Your Child and Play

Space Requirements

Space for participants to meet in two discussion circles

Approximate Length

20 minutes

Procedure

Beginning. Tell participants you need two groups, one group to think of words that describe play and one group to list actual play episodes they have observed. Ask participants to divide into two groups and ask each group to move their chairs into a discussion circle.

Middle. Start the first group by giving them a newsprint sheet and marker and asking them to list words or phrases that describe what play is and what play is not. You may need to give them some examples: fun, not boring, easy. Start the second group by giving them a newsprint sheet and marker and asking them to list examples of their children's play. Ask, for example, "What did your child do when he or she came home from Head Start yesterday?"

End. Call the two groups together and ask each group to summarize its findings. Then together develop a definition of play. Last, have a participant read aloud the definition of play on page 4 of *Your Child and Play.*

Introducing Play

Activity 3. *Questions Parents Often Raise About Play*

Objectives

To identify issues that concern parents about children's play
To generate ways of dealing with these concerns

Materials

Marker
Easel and newsprint pad on which the following or similar questions appear:
  What do you do when children's play becomes silly, thoughtless, and destructive?
  What do you do when play becomes too noisy?
  What about inappropriate play like karate kicking and "doctor"?
  Isn't play a waste of time for older children?
  My child is very serious. She'd rather look at books or do a workbook than play. Should I worry about her?
  What about neighbors, in-laws, or spouses who laugh at children's play?
Paper and pencil for each discussion circle

Space Requirements

Space for participants to meet in two, three, or four discussion circles

Approximate Length

30 minutes

Procedure

Beginning. Introduce the topic by stating that although play is fun for children, there are some things about play that may concern parents. Read through the questions you have listed, and ask participants to add their questions about play. When the list is complete, divide participants into groups, and ask each group to choose the questions in which they are most interested.

Middle. Ask each group to discuss their questions and record their solutions.

End. Ask each group to share their findings. If disputes arise, remind participants that for every human problem there are many possible solutions.

Activity 4. *The Development of Play*

Objectives

To understand that play develops as children grow
To give examples of children's play at different levels of development

Materials

Your Child and Play
Four markers
Four newspaint charts as follows:

How Children Play

	With Objects	With People
Infants		
Toddlers		
Preschoolers		
Early Elementary Children		
Later Elementary Children		

Space Requirements

Space for participants to meet in four discussion circles

Approximate Length

30 minutes

Procedure

Beginning. Introduce the topic by stating that play develops as children grow. The idea of this activity is to see how children of different ages play differently. Ask participants to divide themselves into four groups. Ask each group to list examples of how infants, toddlers, preschoolers, and early and later elementary children play with objects and people.

Middle. Give each group a newsprint sheet and marker to record examples of how they have seen children play. Circulate, answering questions and giving support as needed.

End. Bring the groups together and ask each group to summarize its findings. Record each group's findings, and as a total group, come up with some general statements that characterize play at each age. To summarize, have a participant read aloud page 7 in *Your Child and Play*.

Generating Ideas About Play

Activity 5. *Practicing Basic Skills Through Play*

Objectives

To define play as a learning experience
To describe the skills that play promotes

Materials

Your Child and Play, one for every two participants*
Newsprint pad, marker
Paper and pencil for each discussion circle

Space Requirements

Space for participants to meet in two discussion circles

Approximate Length

30 minutes

Procedure

Beginning. Introduce the topic by stating that play and learning are closely related. As children play, they teach themselves a great deal about how the world works. Ask the participants to form two groups. Explain that each group will look at pictures of children playing and define what skills children might be practicing or acquiring in each play situation pictured. Give some examples of educational and social skills they might list.

Middle. Pass out *Your Child and Play* and assign the following pictures to each group:

Group 1. Pictures on pp. 2, 4-5, 6, and 9
Group 2. Pictures on pp. 12, 15, 16-17, and 19

Ask each group to examine the pictures assigned them and to list the basic educational and social skills that children are practicing in each play situation pictured.

End. Bring the groups together, and ask each group to report the skills they have listed. Record their findings. Have a parent read aloud pages 10 and 11 in *Your Child and Play* to summarize the activity.

---

*If you do not have enough booklets, see page 3 for alternatives.

Generating Ideas About Play

Activity 6. *Expressing Ideas Through Play*

Objectives

To define play as a way children express thoughts and feelings
To describe what children express as they play

Materials

Your Child and Play, one for every two participants*
Play Conversations (page 60)
Newsprint pad, four markers
Four large newsprint sheets, each one labeled:

Children's Play Conversations

Things we learned about the children as they played:

Space Requirements

Space for participants to meet in four discussion circles

Approximate Length

40 minutes

Procedure

Beginning. Divide participants into four groups. Assign one of the Play Conversations to each group and give a marker and a newsprint sheet to each group. Ask each group to look at the photograph in *Your Child and Play* that corresponds to the assigned conversation, read through the conversation, and list the things they learned about the children through their play conversations.

Middle. Have each group read page 3 in *Your Child and Play* and make up a conversation that might occur among the mother and her two daughters pictured on pages 16 and 17 in *Your Child and Play.*

End. Bring the four groups back together. Ask the total group to think of ways they could join children's play conversations as they occur at home. To get this part of the activity going, you might use a newsprint sheet titled:

Ways Parents Can Join Children's Play Conversations

Supportive Ways	*Disruptive Ways*

Have parents give suggestions and together decide whether the suggestion would support or disrupt children's play.

---

*If you do not have enough booklets, see page 3 for alternatives.

Generating Ideas About Play

Activity 7. *Learning Through Play*

Objectives

To distinguish between drills and games
To see how play relates to learning

Materials

Making Up a Shape Drill (page 62)
Making Up a Color Game (page 63)
Four pieces of construction paper—one each of red, blue, green, and yellow
Four cut-out shapes—a triangle, a circle, a rectangle, and a square
Newsprint pad, markers

Space Requirements

Space for participants to meet in two groups and for all participants to play an active game

Approximate Length

30 minutes

Procedure

Beginning. Divide participants into two groups. Give one group Making Up a Shape Drill. Give the other group Making Up a Color Game. Ask each group to follow the directions described. Tell each group that they will try out their drill or game on the other group.

Middle. After each group has made up its drill or game, call the groups together. Have the shape-drill group drill the color-game group. Then switch and have the color-game group play its game with the shape-drill group.

End. Ask participants how they would rather learn a new skill, through drill or through games, and why. List their responses on a newsprint sheet.

Ask participants to think about how they learn new skills. Ask them to think of a skill they would like to learn (baking, using a computer, rebuilding an engine) and whether they would learn this skill better by being drilled or by having the opportunity to work with the new skill in a hands-on setting. Have a participant read aloud page 18 in *Your Child and Play*. Ask for questions or comments.

Taking Play Home

Activity 8. *Ways to Encourage Play at Home*

Objectives

To generate ways to encourage children's play at home
To focus on providing materials, space, support, and limits for children's play

Materials

Handouts:
- Providing Materials for Children's Play (page 64)
- Providing Space for Children's Play (page 65)
- Supporting and Encouraging Children's Play (page 66)
- Setting Limits for Children's Play (page 67)

Newsprint pad, markers

Space Requirements

Space for participants to meet in four discussion circles

Approximate Length

30 minutes

Procedure

Beginning. Have participants divide into four groups corresponding to the topics of the four handouts listed above.

Middle. Give each group its handout. Ask each group to discuss the questions on the handout and to record their answers.

End. Have each group share its recommendations. Record them on a large newsprint sheet. After each report, encourage other participants to raise questions or make comments about the topic.

Activity 9. *Playful Things to Do With Your Children*

Objective

To generate ideas about things to do at home with children

Materials

Handouts:
  - Things to Do Outside (page 68)
  - Things to Do With Wood and Tools (page 69)
  - Things to Do With Scraps, Discards, and Junk (page 70)
  - Things to Do With Water (page 71)

Newsprint pad, marker
Pencils

Space Requirements

Space for participants to meet in four discussion circles

Approximate Length

30 minutes

Procedure

Beginning. Have participants divide into four groups, corresponding to the topics of the four handouts listed above.

Middle. Give each group its handout. Ask each group to follow the directions and record their ideas.

End. Call the groups together, and have each group briefly report its ideas. Record them on a newsprint sheet. After each group has presented its ideas, ask each participant to choose at least one activity to try at home and to report at the next workshop.

Activity 10. *Making Puppets*

Objectives

To make a puppet to take home
To enjoy the toy-making process

Materials

Cloth scraps, cotton balls, yarn, ribbon, buttons, old socks, styrofoam cups, popsicle sticks, wire, glue, tape, construction paper, scissors, needles, thread, aluminum foil, and whatever else you have on hand

Space Requirements

Table space for materials and for participants to work

Approximate Length

30 to 40 minutes

Procedure

Beginning. Ask participants to begin by selecting materials they would like to use to make puppets. Encourage participants to use their own ideas and designs and to have a good time.

Middle. As people work on their puppets, circulate, giving support and encouragement. Give a five-minute warning before calling the whole group back together.

End. Gather participants together in a large circle and have each puppet introduce himself or herself. Encourage parents to share their puppets with their children and to provide materials and support so that their children can make their own puppets.

Play

Activity 11.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

Middle.

End.

Play

Activity 12.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

Middle.

End.

Play Workshop Handouts

Play Conversations

1. The following conversation goes with the picture on pages 4 and 5 of *Your Child and Play*.

Devaughn: My truck's stuck!
Chioke: I'll pull you, I'll pull you out.
Devaughn: That ain't no tow truck. That's a, that's a tractor.
Chioke: It's a tow tractor. I pull you with this thing in the front, the puller.
Devaughn: Okay, but don't scratch no paint off. I paid ninety a hundred dollars for this truck. It's brand span new.
Chioke: Your daddy give you the money?
Devaughn: My daddy don't got no money, but I got lots. I'm rich.
Chioke: Okay, here I go. Brrumm. Hey, you got to turn your key on so the motor goes. Cut it on!
Devaughn: Okay, rrum rrum.
Chioke: Maybe this grass too tall. We better cut some down by the wheels.
Devaughn: Yeh. Look at these treads. They dig, man. They dig right in.
Chioke: Okay, cut some grass. Then we try again.

2. The following conversation goes with the picture on page 11 of *Your Child and Play*.

Antonia: I'm going to the store. I'm making a list.
Chevela: I'm going to the library.
Antonia: You better take the baby 'cause I'll have to carry the food.
Chevela: Let's see. We need some milk and corn meal and apples and red peppers.
Antonia: My baby wants a toy, a little dolly.
Chevela: Maybe.
Antonia: She will cry. She will be very, very sad if you don't bring her a dolly.
Chevela: Then she'll have to stay in her room.
Antonia: Well, I'll see if I can get her a dolly, and you get me a cooking book 'cause I'm gonna make a special cake with all the things I buy in it.

3. The following conversation goes with the picture on pages 10 and 11 of *Your Child and Play*.

Lee: I'll make the road.
Giap: Put all the long ones in a line for the road.

Lee: Use all the square ones for the gas station.
Giap: Here's a sign that says gas station. I'll be the gas station man. Wanna buy some gas?
Lee: Okay, my fire engine needs lots of gas.
Giap: What about your car?
Lee: I don't use it much. My daddy says I better walk, 'cause walking's better for the energy.
Giap: Want some energy with your gas?
Lee: Yeh.
Giap: Okay, back up over here to this pump. Why you laughing?
Lee: Lot's of energy makes me silly!
Giap: This is silly gas. It will help you feel better when you're helping all those people who get hurt by the fire.

4. The following conversation goes with the picture on page 19 of *Your Child and Play*.

Tony: When I went to the beach, I made a hill. It got taller and taller.
Ricky: Taller than you?
Tony: Yep.
Ricky: Taller than your dad?
Tony: Yep. So tall I climbed it and slid down.
Ricky: I slid down a sand dune once.
Peter: What's that?
Ricky: A big sand hill on the beach where the wind blows and blows all the sand up.
Tony: Hey, I got an idea. Let's blow the sand up into a big dune. (All three boys start blowing at the sand.)
Peter: Hey stop. I got sand in my eyes.
Ricky: Hey, let's put some water in for the ocean!
Tony: Yeh, let's get some water.

Making Up a Shape Drill

For the people in the other group, make up a drill that will teach them the names of the following shapes:

▲ = grid pipe
● = pamber
■ = bassfin
▬ = dull pipe

Make sure that your drill follows these guidelines.

1. Only the people in your group can handle the four shapes.
2. The people in the other group must remain seated at all times.
3. Announce a penalty that you will give whenever a person gives a wrong answer.
4. Introduce these shape names by having people repeat them after you.

Making Up a Color Game

For the people in the other group, make up a game that will teach them the names of the following colors:

brin (yellow)
yawl (blue)
munt (red)
drift (green)

Make sure that your game follows these guidelines.

1. Give players the opportunity to move about.
2. Give players opportunities to find, touch, and handle things of different colors.
3. Give players choices.
4. Praise players when they respond appropriately.
5. Make sure that every player meets with success.

Providing Materials for Children's Play

1. What things do your children most enjoy playing with indoors?

2. What things do your children most enjoy playing with outdoors?

3. What kinds of junk and household items do your children enjoy playing with? (For example, old magazines, measuring spoons, hammers)

4. What things do your children play with that they use in many different ways? (For example, blocks, Tinkertoys)

5. What toys do your children have but rarely play with? Why?

6. List materials you could or do provide for your children in the following areas:

   Materials to Take Apart and Put Together

   Materials to Pretend With

   Materials to Use in Different Ways

Providing Space for Children's Play

1. What happens to children and parents when there is not enough space for play?

2. What can you do when indoor play space is limited?

3. What can you do when outdoor play space is limited?

4. List inexpensive ways you can think of to help children store their toys so they can find and return them easily.

Supporting and Encouraging Children's Play

1. How can you use praise to support and encourage children's play?

2. How can you help children think through and solve problems they encounter in play? For example, "He won't let me use the crayons, so I can't finish my picture!" or "This building won't stay up so I'm kicking the whole thing down."

3. How can you join children's play without disrupting it?

4. How can you help children who say, "There's nothing to do"?

5. How can you tell when to watch children's play and when to join in?

Setting Limits for Children's Play

1. What limits do children need to make their play safe and enjoyable for themselves and for you? (For example, "You can drive your big trucks on the floor but not on the furniture.")

2. Once you have decided on some limits for your children's play, how do you convey them to your children?

3. Is it important to be consistent about the limits you set? Why or why not?

4. What do you do when your child goes beyond the limits you have set?

Things to Do Outside

List and briefly describe five enjoyable things you could do outside with your children.

1.

2.

3.

4.

5.

Things to Do With Wood and Tools

List and briefly describe five enjoyable things you could do or make with your children, using wood and tools.

1.

2.

3.

4.

5.

Things to Do With Scraps, Discards, and Junk

List at least ten different kinds of scraps, discards, or junk you could find to use with your child. (For example, paper towel tubes, worn-out socks).

List and briefly describe five enjoyable things you could do with your child, using some or all of the above materials.

1.

2.

3.

4.

5.

Things to Do With Water

List and briefly describe five enjoyable things you could do with your children, using water.

1.

2.

3.

4.

5.

Play Workshop Planning Form

Date & Time ____________________

Location ____________________

Objectives ____________________

Activities	**Materials**
Display(s)	
Introducing the topic	
Generating ideas about the topic	
Taking it home	

Additional Planning Notes

Play Workshop Evaluation Form

Displays

Did participants respond positively to the displays? Why or why not?

Activities

What were the strengths and weaknesses of each activity?

Activity	*Strengths*	*Weaknesses*

Conclusion

Did the workshop end satisfactorily? Why or why not?

Concerns

List particular participant concerns that should be incorporated into the next workshop or followed up in some other way.

Modifications

For each item below, note any suggestions that would enable the next workshop to run more smoothly.

Publicity

Special invitations

Building/meeting room

Transportation

Child care

Materials/supplies

Refreshments

Other Comments

4 Your Child and Language

What Workshops About Language Can Achieve

People who study language disagree about whether children learn to think before they learn to speak or whether they learn to speak before they learn to think. Whichever they learn first, speaking a language is one of the abilities that makes human beings different from other animals. How well people speak and express themselves influences the way they are regarded by others and often how well they do in school and at work.

Children learn language first by listening to it and then by trying it out for themselves—putting words together to express themselves, responding to what other people say, and forming their own thoughts and ideas in words.

Workshops can help parents realize that children learn language by using it. Children need many opportunities to talk, and they need to take part in experiences they will want to talk about.

Workshops can help parents understand that language is basic to many other skills. The skills of reading and writing, for example, are built on listening and speaking skills. Throughout their school careers, children are required to listen and to act on what they hear.

Workshops can help parents accept young children's language mistakes. All children go through a period when they are confused by the rules of grammar and say things like, "I camed home." They understand the basic rules but not the exceptions. These mistakes will correct themselves as children listen to others talk and imitate their language.

Workshops can help parents find ways to support children's language. As parents make time to listen to and talk with their children, they help them learn to value and enjoy language.

Questions Parents Often Raise About Language

My child doesn't speak correctly. What should I do?

All young children go through a stage when they make language mistakes. A good example of how to handle them is described on page 8 of *Your Child and Language*:

> *All children make "mistakes" when they are learning language, like saying "runned" instead of "ran," but they will outgrow them. It is more helpful to rephrase what the child said and to respond to the sense of what was said, rather than to have the child correct his or her mistake. For example, a four-year-old might say, "My feets are cold," and you could reply, "Oh, your feet are cold. Do you need socks?"*

Some young children also lisp and stutter. If ignored, lisping and stuttering will usually fade away. Too much attention or correcting may prolong the problem or make it worse. If a speech problem does not seem to be correcting itself, ask your child's teacher to refer you to a speech therapist or psychologist who will be able to help.

I don't want my child to be at a disadvantage in his neighborhood or on the streets, but I also want him to speak "formal" English. How can I help with both languages?

The first language children learn is the language that is spoken at home. This language is important to children's feelings about themselves and their culture. Formal English is important to their success in school. Fortunately, children can be bi-dialectical or bi-lingual—they can speak two dialects or languages. Both will be useful in different settings.

Children can learn a second dialect or language fairly easily when they are preschoolers. Some parents have counted on the schools to teach formal English and have reserved the home for their culture's language. Some parents set aside certain times of the day for different languages, so dinner time, for example, might always be formal English time and bedtime might always be first language time. Providing models in both languages and giving the children opportunities to speak both languages gives them the chance to learn and respect both.

My child never stops talking. The last thing I want to do is encourage more language.

A young child who talks constantly can be annoying when you are tired and do not have time to listen. One thing that might help is to say, "I don't have time to listen to your story right now, but when I finish (feeding the baby, listening to the news, talking to Grandma), then you and I can talk for awhile" or "I'm really tired right now, and I need to think about what I'm doing. As soon as I'm finished, we can talk." Be sure to keep your promise and make time to listen. Children need to learn that there are times to talk and times to be quiet. However, often children who express themselves well do well in school, so even if a talkative child wears you down, remember that it is for a good cause!

Language Workshop Displays: Setting the Scene

Displaying objects related to language learning can help workshop participants have new ideas, begin thinking about language, and talk informally with each other. Here are some language display ideas.

- Unusual things from outside like a bird's nest, snow, flowers, leaves, pinecones, rocks, feathers, sand, with this caption: What can you say about these things?
- Mechanical objects like a bicycle pump, a mimeograph machine, a pencil sharpener, a winch, with this caption: Can you explain how these work?
- A collection of household objects or toys like a hairbrush, a cereal box, toy trucks, pots and pans, empty tin cans, with this caption: What would your child say about these?
- A flannel board with many flannel cut outs and this caption: How would this flannel board encourage language?
- A variety of handmade puppets such as sock puppets, finger puppets, paper bag puppets, popsicle stick puppets, with this caption: How would these puppets encourage language?
- A number of picture books and story books, from the library and homemade, labeled with this question: How does listening to or making up stories help children learn language?
- Photographs or magazine pictures of people doing everyday things like sweeping or pumping gas, labeled with this question: What would your child say about these pictures?

Choosing Workshop Activities

The following language workshop activities are arranged under three categories to correspond to the beginning, middle, and end of a language workshop:

Introducing Language (beginning)

Activity 1. *Exploring Attitudes About Language*
Activity 2. *Rootbeans, or How Children Use and Understand Language*
Activity 3. *Why Some Children Do Not Talk*
Activity 4. *Questions That Encourage Language*

Generating Ideas About Language (middle)

Activity 5. *The Development of Language*
Activity 6. *Conversations That Encourage Language*
Activity 7. *Conversations Between Children*

Taking Language Home (end)

Activity 8. *Making Toys That Encourage Conversation*
Activity 9. *Encouraging Role Play*
Activity 10. *Making Time for Casual Conversations*
Activity 11. *Rhymes and Riddles*

To plan a language workshop for parents, choose at least one beginning, one middle, and one ending activity. A form for recording your plans for the workshop is provided on page 106. If the following activities do not suit your particular parent group, change them so that they do, or make up new activities (using the forms on pages 99 and 100). In this book, record the changes you make so you will have them for future reference.

Introducing Language

Activity 1. *Exploring Attitudes About Language*

Objectives

To discuss participants' feelings about the community's language and about standard English

To learn what kind of language instruction parents would like teaching staff to use

Materials

Newsprint, easel (optional)
Marker

Space Requirements

Space for participants to meet in a large discussion circle and in small groups

Approximate Length

30 to 40 minutes

Procedure

Beginning. This activity is a discussion of parents' attitudes about the language in which their children should be taught. To begin the discussion you might ask these questions:

In what language do you think your child should be taught?

Do you think your child's teacher should correct children when they speak in dialect (or whatever language they speak at home)?

Do you think your child's teacher should be fluent in both standard English and the language or dialect of the community?

Another way to begin the discussion is to ask participants to respond to the following statements:

> *Parent #1. I have tried to teach my child proper English. I always thought it sounded cuter for a child to be able to speak correctly at a young age than it did for them to use, you know, their little mannerisms that they get naturally. I have quite a few children. I have seven. So with some of the children it worked. And some of my children now still talk as if they were hit on the end of their tongue with a hammer—that's the only way I can describe it. And I know I have corrected them over and over. It's just a speech habit, a pattern that they've gotten into. But as far as correct usage, most of my children know the correction even if they don't say the proper thing. They know. But I don't feel ashamed if they don't say the right thing, you know.*

Parent #2. I want my daughter to speak proper English, but I also want her to feel good about where she's come from. I think even though you correct her a thousand times, you might just end up confusing her.

*Parent #3. If my son said, "Look at him hat," then I would say, "Yes, I see his hat." You have to bring it to his attention. Then I wouldn't push the issue. But I would give him the correct words. I think most of us have two faces anyway. I think we speak one way at home and to our children and another way when we're in the street and when we're associating with other people. But I think that as long as you get the message—some people can put the message across most emphatically in their language. Slang has more power than proper language.**

Middle. Discuss the questions with the whole group or in small groups. Discussion with the whole group allows participants to hear more ideas. However, small group discussions may encourage more participation. Wherever they take place, facilitate discussions by clarifying statements, summarizing, and bringing up new issues. Remember that your opinion may inhibit discussion.

End. Summarize the main viewpoints raised. Explain the classroom staff's approach to language and describe their rationale. Ask participants for changes they would like teaching staff to consider.

---

*From Courtney Cazden's "Making It and Going Home: The Attitudes of Black People Toward Language Education" in *Language and Early Childhood Education*. You may want to pick out your own quotations, use the entire dialogue, or just read this very informative book.

Activity 2. *Rootbeans, or How Children Use and Understand Language*

Objectives

To introduce the idea that children understand and use language differently than adults do

To generate strategies for using language as clearly as possible

Materials

Newsprint pad

Marker

Space Requirements

Space for participants to meet in a large circle

Approximate Length

15 minutes

Procedure

Beginning. Explain that children understand and use language differently than adults do. Give some examples of children's language usage from your own experience or read the following examples:

> When three-year-old Charlie was asked why he was taking his grandmother's earring off and putting it back on, he said, "This is my responsibility."
>
> As Marti finished her last spoonful of cereal she said, "That's all she wrote!"
>
> Jeff was having a conversation with some friends about religion. He said, "My father's Jewish and my mother's an equator."
>
> Tommy said, "Daddy's are big. Daddy's are bigger than life!"

Point out that the children in these examples are beginning to understand the words they are using, but they do not use the words in the same way that adults use them. Ask parents to give examples of how their children use words in a way that is different from adult usage.

Middle. Tell parents that you are going to read a short paragraph and ask them questions about it. Read *Rootbeans* and ask the questions that follow.

Rootbeans

The rootbean is not really a bean at all. It grows in the ground like a ratoty. Rootbeans are grown mostly in the Trouv because of the warm weather. Rootbeans grow in a hard shell. The rootbean has a pretty *yellow sunstep. Farmers send their rootbeans to a sorting plant or to a rootbean crimmer company. Then they are sold in the stores. Over blip rootbeans are needed to make a small jar of rootbean crimmer. Then little boys and girls can have rootbean crimmer sandwiches.*

Where do rootbeans grow?
Why are rootbeans grown in the Trouv?
What color is the sunstep?
Where are rootbeans sent before they go to the store?
How many of you like rootbean crimmer sandwiches?

Participants will probably be able to answer most of the questions even though they have no idea what the story is about. Point this out to them and how the same thing happens to young children when they hear new words. Next read the translation of the rootbean paragraph, *Peanuts*.

Peanuts

The peanut is not really a nut at all. It grows in the ground like a potato. Peanuts are grown mostly in the South because of the warm weather. Peanuts grow in a hard shell. The peanut plant has a pretty yellow flower. Farmers send their peanuts to a sorting plant or to a peanut butter company. Then they are sold in the stores. Over 100 peanuts are needed to make a small jar of peanut butter. Then little boys and girls can have peanut butter sandwiches.

End. Write the following questions on a newsprint pad, leaving space to record participants' answers:

If your three- or four-year-old child had never seen or heard of peanuts, would you read your child the paragraph about peanuts, or give your child some real peanuts to explore? Why?

How would you teach your child the words that go with peanuts—nut, shell, peanut butter?

If your child asked you a question about an abstract word—for example, "What does responsibility mean?"—how might you answer?

Activity 3. *Why Some Children Do Not Talk*

Objectives

To recognize non-verbal ways people communicate
To recognize that, to learn to talk, children need opportunities to talk
To think of ways to encourage children to talk

Materials

An index card for each participant
Your Child and Language

Space Requirements

Space for participants to meet in a discussion circle and in pairs

Approximate Length

20 minutes

Procedure

Beginning. Before participants arrive, write situations 1-3 (below) on half of the index cards and situations 4-6 on the other cards:

1. I have an itch in the middle of the back.
2. I'm so embarrassed.
3. I'd like a cup of coffee.
4. I'm cold—especially my feet.
5. I hurt my finger. Will you fix it?
6. I'm really tired of doing this.

When participants arrive, ask them to choose partners (not their spouses) to play a non-verbal communication game. Give one partner in each pair situations 1-3, and give the other partner situations 4-6. Explain that each partner in turn will communicate his or her three situations without using words while the other person tries to guess what is being communicated.

Middle. Bring the group together and ask for volunteers to demonstrate their best non-verbal expressions. Ask participants for examples of how their children express themselves without using words. For example, how do babies and toddlers let people know what they want? Tell participants that sometimes three- and four-year-olds continue to express themselves without using language, even though they know how to talk. To illustrate this point, tell the following story or one like it:

> *Chris was four years old and the youngest of three boys. He had babbled quite normally as a baby but up to now had never talked. His*

older brothers, Robert and Marcus, had learned to take advantage of this by blaming any accidents or mischief on Chris. One day while Chris was sitting on the floor sucking his thumb and playing with trucks, his brothers came tearing through the room and knocked over a lamp. His mother heard the crash and came running in just as Robert and Marcus escaped out the other door. As his mother approached with her hands on her hips, Chris took his thumb from his mouth and said, "Robert did it."

End. Ask participants the following questions:

Why do you think Chris never spoke until that moment?

What are some things his family could have done to encourage Chris to talk before this incident?

If three- and four-year-olds can get everything they need from their families without using words, is it necessary to encourage them to talk? Why or why not?

What are some specific things families can do to give their children many opportunities to talk?

To summarize, read aloud from *Your Child and Language*, page 8.

Introducing Language

Activity 4. *Questions That Encourage Language*

Objective

To point out that some types of questions encourage more language than others

Materials

Paper, pens, or pencils

An assortment of interesting things on a table, for example, a pretty shell or rock, a photograph or painting, a calculator, a birthday card, various record jackets, a jar of hot sauce, a bag of potato chips, a pottery mug, a stuffed animal

Asking Questions (page 101)

Newsprint pad, easel, marker

The questions from Asking Questions written out on two large newsprint sheets

Space Requirements

Space for participants to meet in a large circle and in groups of three

Approximate Length

20 minutes

Procedure

Beginning. Ask participants to divide into groups of three people. Give each group the Asking Questions handout and ask them to follow the instructions on the handout.

Middle. After ten minutes, have all the groups come back to one big circle. Ask the writer from one group to read their answers while you write them on the newsprint pad. Ask a second writer to read, and write these answers down, too. (The answers to questions A-E should be much longer than the answers to F-K.) Ask:

> Does anyone notice a difference in the lengths of the answers given?
> Why is this so?
> What is different about the wording of questions A-E?

Point out that questions A-E require more language and thinking than questions F-K, which require one-word answers.

End. Discuss the fact that, for children to learn language, they must have many opportunities to talk. Ask participants what kinds of questions encourage children to talk and think. Ask each participant to think of at least one such question to ask his or her child at home.

Generating Ideas About Language

Activity 5. *The Development of Language*

Objectives

To discuss the language abilities of children at different ages
To consider ways to enhance children's language abilities at different ages

Materials

Newsprint, easel, marker
Examples of Children's Language at Different Ages (page 102), one for every two participants
Language Strategies to Try (page 103), one for every two participants
Your Child and Language

Space Requirements

Space for participants to meet in a large group and in pairs

Approximate Length

30 minutes

Procedure

Beginning. Read aloud page 5 of *Your Child and Language.* Ask parents to share some of the things their children say or said when they were younger. Give each pair of participants a copy of Examples of Children's Language at Different Ages. Explain the directions and have each pair follow them.

Middle. When everyone has finished, ask pairs to tell the order they decided on and why. Write the order that is finally agreed upon on the newsprint pad.

End. Pass out copies of Language Strategies to Try. Ask participant pairs to decide which strategies are appropriate for the children in each of the previous examples. When a child points to a bottle and says, "Ba," for example, adult language directly related to actions and objects is very appropriate. This would include the following strategies:

Describing your own actions
Describing the child's actions
Giving praise

Asking this child open-ended questions or giving instructions would not be very appropriate because the child is just beginning to understand words.

Do not worry if you do not agree with some of the groups' decisions. The process of thinking about and discussing ways to interact with children at different ages will be as useful as having the "right" answer.

Activity 6. *Conversations That Encourage Language*

Objectives

To discuss appropriate language strategies to use with young children
To apply these strategies to parent/child conversations

Materials

Your Child and Language
Parent/Child Conversations (page 104), one for each small group
Newsprint pad, easel, marker
Pencils or pens

Space Requirements

Space for participants to meet in a large discussion circle and in groups of three to five

Approximate Length

30 to 40 minutes

Procedure

Beginning. Read aloud page 3 of *Your Child and Language*. Ask the following questions about the ways Cory's mother helps her learn language:

What kinds of questions does she ask?
When does she model correct sentences?
When does she teach Cory new words?

Read aloud page 8 in *Your Child and Language*. Talk about the sample questions shown on the pictures. In these examples try to identify the same strategies that Cory's mother used.

Middle. Divide participants into groups of three to five people. Give each group a copy of Parent/Child Conversations and ask them to follow the directions on the handout. Circulate to answer questions and to assist groups that need help getting started.

End. Bring the groups together. Ask each group to read one of their rewritten conversations and explain the changes they made.

Generating Ideas About Language

Activity 7. *Conversations Between Children*

Objectives

To identify characteristics of young children's language
To generate strategies that encourage children to talk with other children

Materials

Your Child and Language (or pictures of children playing together) for each participant pair*
Newsprint pad, easel, marker
A tape recorder or paper and pencil for each participant pair (optional)

Space Requirements

Space for participants to meet in a large circle and in pairs

Approximate Length

30 to 40 minutes

Procedure

Beginning. Ask participants for examples of conversations they have overheard their children having with other children. For example, a participant might say,

> *The other day Marti said, "The children's gots all my swings."*
>
> *Bernie, that's Marti's friend, said, "Well you don't worry 'bout that 'cause I'll get Spiderman. He get you a swing for sure."*
>
> *Then Lamont came along. "Rrrrum, rrrrum. Here I come on my dirt bike, over the cracks, over the dirt, over the sand, over the sidewalk. Here I come. I save you." He was being Spiderman.*

After hearing several examples of children's conversations, ask participants what makes children's conversations different from adult's conversations. List these differences on the newsprint pad. Such a list might include the following:

Mistakes in grammar
References to imaginary people
Sound effects
Descriptions of action
Short sentences

Middle. Ask each participant to find a partner other than his or her spouse. Assign each pair the picture on page 14, 16, or 19 of *Your Child and Language* or one of the pictures you brought. Ask each person to pretend to be one of the children in the picture and ask each pair to make up a conversation the children in their picture might have. They can either tape the conversation or write it.

---

*If you do not have enough booklets for everyone, see page 3 for alternatives.

End. When pairs have written or taped their conversations, ask for volunteers to show their picture and act out or read their conversation.

Ask participants for ideas about how they could encourage conversations between children. List the ideas on the newsprint pad.

Discuss the idea of joining children's conversations as one way to encourage them. Refer to one of the conversations written and shared during this activity. Ask the following questions:

Would you join this conversation?
Why or why not?
If so, how would you join it?
In general, when should adults join children's conversations and when should they listen to them?

Taking Language Home

Activity 8. *Making Toys That Encourage Conversation*

Objectives

To discuss how pretending encourages language
To make toys for parents to take home

Materials

Puppet-making materials: lunch-bag size paper bags, construction paper, yarn, glue, tissue paper, buttons, old socks, thread, needles, material scraps, felt, popsicle sticks, scissors. Have enough extra materials for parents to take home to make a puppet with their children.
Prop-making materials: boxes, tubes, paper plates, margarine tubs and lids, contact paper, dress-up clothes, hats, string, milk cartons, wood scraps, hammers, nails, material scraps, trim, scissors, tape, glue, thread, needles. Have enough extra materials for parents to take home to make props with their children.
Telephone-making materials: cardboard tubes, boxes, construction paper, markers, contact paper, plastic lids, brass fasteners, string, small tubs or cups, scissors, tape, glue. Have enough extra materials for parents to take home to make telephones with their children.
Newsprint pad, easel, marker
Your Child and Language

Space Requirements

Space for participants to meet in a large circle and work at three tables of materials

Approximate Length

30 minutes

Procedure

Beginning. Read aloud pages 18 and 19 in *Your Child and Language* and discuss ways pretending encourages language. Ask the following questions:

What do children gain from pretending?
How does pretending help children learn language?
What materials can parents provide to encourage pretend play?

List answers and ideas on a newsprint pad.

Middle. Explain that on each table there are materials for making toys. One table has puppet-making materials, one has prop-making materials, and one has telephone-making materials. Ask participants to choose one activity to work on and to go to that table. Circulate and help participants who have trouble starting. If someone needs an idea, refer them to the list on the newsprint pad.

End. Bring participants back together to share the toys they have made. Have them explain how they will introduce these toys to their children and how these toys will encourage language. Encourage parents to take materials home so that children can make their own puppets, props, and telephones.

Taking Language Home

Activity 9. *Encouraging Role Play*

Objectives

To discuss ways role play encourages language
To consider ways parents can encourage role play

Materials

Your Child and Language
Newsprint pad, easel, markers

Space Requirements

Space for participants to meet in a large circle and in small groups

Approximate Length

30 minutes

Procedure

Beginning. Read aloud pages 18 and 19 of *Your Child and Language.* Repeat the three main points of the text—role play encourages language because during role play children do these things:

> They use language to plan the story they will act out.
> They use language to choose roles and invent settings.
> They use language to act out roles.

Then ask participants the following questions:

> What kinds of role play do your children like to do?
> What do they say?
> What kinds of toys and materials encourage children to pretend?

Middle. Break up into groups of three to five people. Ask each group to list as many things as they can think of to give their children to encourage them to role play. Remind them to include exciting experiences, reading about people in books, and providing real-life props like old telephones.

End. Bring participants together to share their lists. Ask how they can provide time and space for role play and how they might get involved in their children's role play.

Taking Language Home

Activity 10. *Making Time for Casual Conversations*

Objectives

To discuss the importance of having conversations with children
To list times of the day when parents could have casual conversations with their children
To consider topics they might talk with children about during these times

Materials

Newsprint pad, easel, marker
Paper and pencils or pens

Space Requirements

Space for participants to meet in a large circle and in groups of three to five

Approximate Length

20 to 25 minutes

Procedure

Beginning. Introduce the activity by saying how hard it is for busy parents to find time to spend in casual conversations with their children. Stress how important it is for young children to talk with their parents about things that interest them. During these times, parents can model language, ask thought-provoking questions, and find out more about their children's thinking and reasoning skills. Ask parents to think about occasions—bath time, riding on the bus, lunch—when they might be able to have an involved conversation with their children. List occasions on the newsprint pad.

Middle. Ask participants to divide into groups according to the occasions listed. Have each group list questions and topics they might discuss with their children during that time. For example, the group whose occasion is "riding on the bus" might come up with something like this.

Looking out the window and talking about what you see
Comparing the kinds of hats people are wearing
Describing what buildings and houses are made of
Figuring out how many people can fit on the bus
Guessing the number of people who will get on at the next stop

Figuring out why people put money in the meter at the front of the bus
Figuring out how the bus doors open and close

End. Bring everyone back together to share their lists. Tell them that you will put all the ideas in the next parent newsletter. Ask each parent to plan a time the next day to have a casual conversation with a child.

Activity 11. *Rhymes and Riddles*

Objectives

To discuss the importance of having fun with language
To practice making up rhymes and silly sayings

Materials

Newsprint pad, easel, marker
Your Child and Language

Space Requirements

Space for participants to meet in a large group and in pairs or groups of three to five people

Approximate Length

30 to 40 minutes

Procedure

Beginning. Read aloud pages 13 and 15 of *Your Child and Language.* Explain that nursery rhymes and finger plays are important for young children to learn because they help children hear and appreciate the rhymes and rhythms of language. Ask the following questions:

> What rhymes or sayings do you remember from your childhood?
> What rhymes and sayings do you say to your children?
> Is there someone who would teach his or her favorite rhyme or saying to the rest of us?

Explain that children enjoy making up their own rhymes and jingles. Playing with language also helps children understand language and often helps them learn to read and write. Share the following example of rhyming word play or one from your own experience:

> *Jenny's mother tries to make rules fun and easy for Jenny to learn. One rule for riding in the car is "No feet on the seat, no feet on the seat." She would also tell the dog, when he got up on the furniture, "No hair on the chair, no hair on the chair."*
>
> *One dinner time they were just having fun making up rhymes. Some of Jenny's rhymes didn't make any sense: "A window is for dinow." Some did make sense: "A light is for night."*
>
> *Jenny's mother said, "Hey, Jenny, that's a good one. How about this: A light is for sight?" Jenny giggled.*

Her mother said, "Here's a hard one. What's a fork for?" It just so happened that they were eating pork chops that night.

Jenny thought and said, "A fork is for pork."

Children also enjoy making up their own words to songs. In the song, "He's Got the Whole World in His Hands," for example, children enjoy replacing "the whole world" with other things:

He's got *lemonade* in His hands (etc.)
He's got *tennis shoes* in His hands (etc.)
He's got *Uncle Jarvis* in His hands (etc.)

Sing this song as a group. Stop at the beginning of each verse, point to a participant, and ask that person to name an object to substitute for "the whole world."

Middle. Have participants form pairs and choose a rhyme, saying, jingle, or song to change into their own version by adding new rhymes or verses.

End. Have participants share their new songs, rhymes, jingles, and sayings. Encourage parents to plan a time the next day when they will teach their new songs or rhymes to their children and encourage them to make up their own songs and rhymes.

Language

Activity 12.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

Middle.

End.

Activity 13.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

Middle.

End.

Language Workshop Handouts

Asking Questions

1. For this exercise, choose one person to be the *questioner*, one person to be the *answerer*, and one person to be the *writer*. Here is what these people will do:

   The *questioner* asks the answerer the questions listed below.

   The *answerer* chooses something interesting to examine from a purse, a pocket, or the table, and answers the questions the questioner asks about the object.

   The *writer* writes down what the answerer says. (Write in the space provided after each question.)

2. Here are the questions the questioner asks:

   A. Why did you choose that?

   B. Why do you think it's interesting?

   C. What can you do with it or how do you use it?

   D. Can you tell me anything else about it?

   E. Pretend that I can't see it. Can you describe it to me?

   F. What do you call that?

   G. What color is it?

   H. What shape is it?

   I. How many parts does it have?

   J. Is it big or small?

   K. Can you roll it?

Examples of Children's Language at Different Ages

In each box below is an example of children's language. First, read each example. Then for each example, make a guess about the age of the child speaking, and write it in the space provided. If you are not sure about the ages, decide which example was spoken by the youngest child and mark that box with an A. Mark the box of the next oldest child with a B, and so forth, up to the box of the oldest child, which you would mark with an F.

"Jenny up. Daddy go."

Child's age _____

"First, I made the round circle.
Then I colored in the eyes.
Then I drew the red hat. And then
I wrote my name."

Child's age _____

Child points to bottle and says, "Ba."

Child's age _____

"I goed to a farm. We sawed cows."

Child's age _____

Child: Ba ba ba ba
Adult: Ma ma ma ma
Child: Ma ma ma ma

Child's age _____

Child: Time for car now?
Adult: No, we have to put our coats on first because it's cold outside.
Child: Why?
Adult: Because it's cold outside.
Child: Why?
Adult: Because it's snowing.
Child: Why?

Child's age _____

Language Strategies to Try

1. Describe your own actions.

   Now I'm going to put the cake in the oven.

2. Describe your children's actions.

   You're putting the blocks in the can.

3. Restate what your child has said.

   Oh, you're going outside now.

4. Give instructions.

   Point to the cow.
   Put your plate in the sink.

5. Ask questions that require only one-word responses.

   Do you want to wear your red shirt or blue shirt?
   What is it's name?
   Do you want one cracker or two?

6. Ask questions that encourage thinking and more than one-word responses.

   What would happen if . . .?
   How did you make it?
   What can you tell me about this part?

7. Give praise.

   What a smart idea!
   Good for you!
   I like the way you remembered to walk!

Parent/Child Conversations

Below are five parent/child conversations. Read each one and choose three that you think you could improve by giving the child more of an opportunity to talk. Use the strategies described in *Your Child and Language* as you make your changes.

1. A child has just finished drawing a picture.

Child: Mommy, look what I did!
Mother: Oh, isn't that pretty? What a nice house.
Child: It's not a house.
Mother: Well what is it?
Child: I don't know.
Mother: It's very nice. Be sure and clean up your mess.

2. Ronny is crying because his sister accidently knocked over his block tower as she crawled past it, pushing a truck.

Father: Hey, Rachel, you shouldn't knock over Ronny's building. I'm going to take that truck away. You go play in your room.

3. A mother sees her daughter putting a puzzle piece in a place where it does not belong in the puzzle frame.

Mother: No, that doesn't go there. Look, this one goes there. (Daughter tries to put the piece in but has it turned at an angle, so it doesn't fit.)

Mother: No, give it to me. See, like this. (Mother puts it in correctly.)
Daughter: Oh, where does this piece go?
Mother: Right there.

4. A child is filling muffin tins with bottle caps, beans, corks, and buttons.

Father: What color is this button?
Child: Blue.
Father: No, this one is purple. Those are blue. Do you know what this is?
Child: Yes.
Father: What is it? What's it called?
Child: A cork.
Father: Very good. Look, you can put all the corks in this hole and the buttons in this one.
Child: But I want to put some chocolate chips (buttons) on each cookie (cork).

5. Carlos and Andrea are helping their mother make dinner. Some vinegar is in a cup on the counter.

Carlos: What's in this cup?
Mother: I don't know. What do you think it is?
Carlos: Water.
Mother: How do you know it's water?
Carlos: Because.
Mother: What do you think is in the cup, Andrea? (Holds the cup up to Andrea's nose.)
Andrea: Ooee, it stinks! Like pickle juice.
Mother: Pickle juice?
Carlos: Let me smell! (He smells it.) It looks like water, but it smells like what you put on the salad.
Mother: It smells like what I put on cooked cabbage, also. I use vinegar.
Carlos: Oh yeah, vinegar!

Language Workshop Planning Form

Date & Time

Location

Objectives

Activities	**Materials**
Display(s)	
Introducing the topic	
Generating ideas about the topic	
Taking it home	

Additional Planning Notes

Language Workshop Evaluation Form

Displays

Did participants respond positively to the displays? Why or why not?

Activities

What were the strengths and weaknesses of each activity?

Activity	*Strengths*	*Weaknesses*

Conclusion

Did the workshop end satisfactorily? Why or why not?

Concerns

List particular participant concerns that should be incorporated into the next workshop or followed up in some other way.

Modifications

For each item below, note any suggestions that would enable the next workshop to run more smoothly.

Publicity

Special invitations

Building/meeting room

Transportation

Child care

Materials/supplies

Refreshments

Other Comments

5 Your Child and Reading

What Workshops About Reading Can Achieve

Many people agree that reading is one of the most important skills a child can learn. Since parents realize that reading is a valuable skill and want their children to learn to read, a reading workshop may be very well attended. You may, therefore, be able to reach more parents through this topic than through any other.

Reading workshops can help parents understand that when they talk with their children they are helping them learn to read. Understanding spoken language helps children comprehend written words.

Reading workshops can encourage parents to read stories to their children on a regular basis. When children are learning to read, it is easier for them to read stories they have heard before.

Reading workshops can alert parents to the value they place on the reading they do. Having books, magazines, newspapers, and writing materials around the house and enjoying reading themselves are important ways parents encourage children to read.

Reading workshops can help parents understand that children's actual experiences with the things, people, and places they may read about motivates them to read, helps them understand what they are reading, and thus makes reading easier for them.

Questions Parents Often Raise About Reading

When is my child going to learn to read?

Some children learn to read before they receive formal reading instruction in the primary grades. They seem to teach themselves without much effort, but this does not necessarily make them more successful in school than children who learn to read later. Most children learn to read in first, second, and third grade. Parents can help their children learn to read by engaging them in activities at which they can be successful, encouraging positive learning attitudes, supporting play, conversing with them, and reading to them.

Why doesn't my child's Head Start teacher teach reading?

Most three- and four-year-old children are not ready to learn to read because the skills required for reading—matching corresponding sounds with letters, decoding written words—are still too complex for them. However, three- and four-year-old children *are* ready for many reading-related skills, and these are the skills Head Start teaching staff encourage:

Seeing the connection between spoken and written language
Enjoying books
Experiencing many objects, places, and events they may later read about
Talking and listening to others
Comparing shapes and sounds
Representing experiences by pretending, drawing, building

How can I help my child stop reversing the letters when he writes his name?

Many young children and even second and third graders reverse alphabet letters and whole words. Distinguishing between *b* and *d*, for example, requires very fine discrimination. Such discriminations become easier for young children when they have lots of experiences comparing shapes and making up patterns, which they can do as they

Sort buttons, bottlecaps, silverware, leaves, pebbles
Look at pictures, photographs, and models
Draw and paint
Build with blocks, boxes, toilet paper tubes, egg cartons

How can I help my child learn to read when I have trouble reading myself?

Parents who have trouble reading can help their children learn about books by telling stories about their own lives, stories they make up, or traditional stories they heard as children. They can also look at books with their children and together make up a story. (For a list of wordless picture books, see page 132.) In so doing, children learn that

Books tell stories.
The story begins at the front of the book.
Stories are sequential and logical.
Storytelling is fun.

How can I get my child to sit still and learn the alphabet?

Most young children are interested in learning the alphabet letters in their own names and often spend time "writing" by making line after line of squiggles. They enjoy finding and learning the names of individual letters, but they are not particularly interested in the order of the alphabet. Parents can support and encourage their children's interest in letters by these kinds of activities:

Play letter games like Let's Find All the T's.
Write down what children say about their paintings and drawings.
Encourage children to send letters to friends and relatives by writing down what they wish to say.
Encourage children to watch other people as they write shopping lists, reminders, and notes.
Read aloud road signs, billboards, and advertisements.

Reading Workshop Displays: Setting the Scene

Reading displays can help parents begin to think about how three- and four-year-olds are preparing for reading. Here are some reading display ideas.

- A variety of picture books and storybooks appropriate for three- and four-year-olds (see page 136)
- A diagram of the local library, library card applications, and children's books from the library
- Books made by children and by adults for children
- A variety of wordless picture books (see page 132)
- Pictures of adults and children reading books together
- A sampling of household materials and popular toys like buttons, bottlecaps, trucks, blocks, dishes, socks, and magazines with this caption: How can these things help children learn to read?
- An animated storybook on film or filmstrip
- Children's drawings with their own stories written on them
- Tape recordings of popular storybooks with a list of where tapes can be borrowed, bought, and ordered

Choosing Reading Workshop Activities

The following reading workshop activities are arranged under three categories to correspond to the beginning, middle, and end of a reading workshop:

Introducing Reading (beginning)

Activity 1. *Reading Storybooks: Hows and Whys*
Activity 2. *Breaking a Written Code*
Activity 3. *Memories About Learning to Read*
Activity 4. *Reasons for Reading*

Generating Ideas About Reading (middle)

Activity 5. *Activities That Help Children Learn to Read*
Activity 6. *Discussing Your Child and Reading*
Activity 7. *Encouraging Reading-Related Skills*

Taking Reading Home (end)

Activity 8. *Helping Children Learn to Read at Home*
Activity 9. *Making Books*
Activity 10. *Finding and Reading Children's Books*

To plan a reading workshop for parents, choose at least one beginning, one middle, and one ending activity. A form for recording your plans for the workshop is provided on page 138. If the following activities do not suit your particular parent group, change them so that they do, or make up new activities (using the forms on pages 127 and 128). In this book, record the changes you make, so you will have them for future reference.

Introducing Reading

Activity 1. *Reading Storybooks: Hows and Whys*

Objectives

To model interesting ways to read stories
To introduce parents to storybooks they may not know
To discuss how reading aloud to children helps them learn to read

Materials

A variety of well-illustrated storybooks that you have read aloud and know three- and four-year-old children enjoy. (See page 136. A children's librarian could help you make your selection, too.)

Newsprint pad, easel, marker

Space Requirements

Space for all participants to meet in a circle and in small groups

Approximate Length

30 minutes

Procedure

Beginning. Read aloud one or two short storybooks. As you read, be animated. Change voices for different characters. Stop occasionally and ask questions directly related to the story, or pause to let listeners fill in the next word or phrase by having them look at a picture or repeat a phrase that is used in the story over and over again When you have read the whole story, explain why children seem to like it and why you enjoy reading it to them. (If you feel uncomfortable reading aloud, ask a Head Start teacher or children's librarian to do this part of the activity for you.)

Middle. Divide participants into groups of three or four. Have each group choose two of the storybooks you have brought and read them aloud to each other. Have each group discuss the following questions after they have read their storybooks aloud:

Why did you like or not like this book?
Why do you think children would like or not like this book?
How would reading this book aloud to children help them learn to read?

End. Bring the groups back together. Together answer the following questions and record the answers on a newsprint pad or chalkboard:

What makes storybooks interesting to children?
Why should we read them aloud to children?

Have each parent choose a book to take home to read aloud.

Introducing Reading

Activity 2. *Breaking a Written Code*

Objectives

To give adults the experience of learning to read
To relate reading to breaking a written code

Materials

Refreshments
Newsprint pad and markers
Sample Alphabet Codes (page 129)
Name tag materials

Space Requirements

Space for chairs arranged in two circles and a table for refreshments

Approximate Length

30 minutes

Procedure

Beginning. Before participants arrive, hide the refreshments somewhere in the room. Next, make up a brief message explaining where to find the refreshments. Write the message once in shape code on a piece of newsprint. Write it again in foreign letter code on another piece of newsprint. Put one coded message in one circle of chairs, and put the other coded message in the other circle of chairs.

As participants arrive, make name tags for each one. Write the first name tag in shape code, the second name tag in foreign letter code, the third name tag in shape code, and so on, alternating codes so that half of the participants have name tags written in shape code and half have name tags written in foreign letter code. (See sample name tags on page 129.) Ask each participant to find the circle whose message is written in the same code as his or her name tag. (In other words, all the people with the name tags written in shape code go to the circle where the message is also written in shape code.)

Middle. After all the participants have found the right circle, ask each circle of participants to translate the message into English, using all the clues they can gather from their name tags. Once they have broken the code, have them do what the message tells them to do.

End. Bring both groups together and have them share their code-breaking experiences. The following questions might guide the discussion:

What did you think or feel when you first looked at the message?

Did you figure out some of the words before you knew all the letters in the word?

Once you knew some of the words, did you try to guess some of the other words?

Did some words give you clues about what the rest of the message might say?

How is breaking the message code like learning to read?

Introducing Reading

Activity 3. *Memories About Learning to Read*

Objectives

To discuss participants' experiences of learning to read
To help participants understand the learning-to-read process their children are experiencing
To note the different ways people learn to read

Materials

Paper and pencils

Space Requirements

Space for participants to meet in a large circle and in groups of three to five people

Approximate Length

20 minutes

Procedure

Beginning. Begin by telling participants that learning to read is an individual experience, different for each person. As an example, tell what you remember about learning to read, how you felt before you knew how to read, and specific things about how you were taught.

Middle. Divide into groups of three to five. Give each group paper and pencils. Have participants in each group discuss what they remember about learning to read. (If they cannot remember much, have them think about how their younger brothers or sisters or their elementary-aged children learned to read.) Have them list bad memories and good memories.

End. Bring the groups together and have them share their good and bad memories. Together come up with ways to support and encourage the good things about learning to read and ways to avoid the bad things as their own children learn to read.

Activity 4. *Reasons for Reading*

Objectives

To discuss the importance of reading
To discuss participants' attitudes about reading methods

Materials

Newsprint pad, easel, marker
Props for a spaceman
Your Child and Reading

Space Requirements

Space for participants to meet in a circle

Approximate Length

20 minutes

Procedure

Beginning. Hold up or put on your spaceman prop. Say something like this:

> "I'm 1-0-0-3-7 from planet 1-0 in sector 3-2. I was on a fact-finding mission for my leader 9-9-9-9-9 when my spaceship crashed into ________ (fill in some local landmark). I have no way to get back to 1-0. I need to find a job here to support myself. But on my planet 1-0, we speak and write only in numbers. Before my computer blew up I was able to program myself to speak your language, but I didn't have time to learn to read. Do you think I should learn to read to get a job? If you think I should, tell me why."

On a newsprint pad, write all the reasons participants think reading is important.

Middle. Next, have the spaceman say something like this:

> "Okay, I guess I should learn to read. Now tell me *how* I should learn to read. Tell me as many ways as you can, because I want to pick the way that will be easiest for me."

On the easel pad, write down all the methods participants suggest.

End. To summarize, have each participant pick the method he or she would prefer for learning to read. Have each participant tell a neighboring person what method he or she chose and why. Have one participant read aloud *Your Child and Reading*, page 5.

Generating Ideas About Reading

Activity 5. *Activities That Help Children Learn to Read*

Objectives

To understand what children do naturally to help themselves learn to read
To develop ways of supporting reading-related skills

Materials

Everyday Situations That Encourage Reading (page 130), enough copies for each small group
Newsprint pad, marker

Space Requirements

Space for participants to meet in one large circle and in small discussion groups

Approximate Length

30 minutes

Procedure

Beginning. Read aloud situation 1 from Everyday Situations That Encourage Reading (page 130). Ask participants how this situation encourages reading. Be sure to give participants a chance to answer before adding your own ideas.

Middle. Have participants divide into groups of three to five people. Give each group a copy of Everyday Situations That Encourage Reading. Ask them to read through situations 2-4 and decide how each one encourages reading. Circulate, giving assistance as needed.

End. Bring the groups together, and based on the four situations described, together list ways parents can encourage children's reading in everyday situations.

Generating Ideas About Reading

Activity 6. *Discussing* Your Child and Reading

Objectives

To introduce *Your Child and Reading*
To give parents an opportunity to discuss *Your Child and Reading* with other parents

Materials

Your Child and Reading, a copy for each participant*
A collection of storybooks
Paper, pencils

Space Requirements

Space for participants to meet in a circle and in small groups

Approximate Length

15 to 20 minutes

Procedure

Beginning. As you pass out *Your Child and Reading* to participants, say something like this: "I'd like to spend a few minutes looking through this booklet with you." Leaf through the booklet, highlight particular points, and note the conversations on pages 3, 8, and 14. Everything in the booklet is important, of course, but if you read through the whole booklet you may lose the participants' attention.

Middle. Divide into groups of three to five people. Give each group paper, a pencil, and a storybook. Ask them to look at the cover of *Your Child and Reading* and, using their storybook, to make up a conversation that might be occurring if the father were reading that storybook to his son. Have one person in each group write down the group's conversation.

End. Bring the groups back together, have them share their conversations, and point out how each conversation encourages reading.

---

*If you do not have enough booklets for everyone, see page 3 for alternatives.

Generating Ideas About Reading

Activity 7. *Encouraging Reading-Related Skills*

(A Presentation by a Classroom Teacher)

Objectives

To introduce parents to the part of the classroom program related to reading
To develop strategies that encourage reading at home and at school
To encourage parents to volunteer in the classroom
To help parents and teachers become acquainted

Materials

To be determined by the teacher

Space Requirements

To be determined by the teacher

Approximate Length

Suggest to the teacher that she or he not use more than 20 minutes

Procedure

To be determined by the teacher. You might explain beforehand the objectives for the activity, suggest that the teacher use as many real-life examples as possible, ask that the presentation be informal, and request that the presentation end with a discussion of how the parents would like to be involved in the classroom.

Taking Reading Home

Activity 8. *Helping Children Learn to Read at Home*

Objectives

To develop strategies for encouraging reading development in everyday activities
To reinforce the idea that helping children learn to read is easy and natural

Materials

Your Child and Reading, a copy for each participant*
Newsprint pad, easel, marker

Space Requirements

Space for participants to meet in a circle and in small groups

Approximate Length

30 minutes

Procedure

Beginning. Review the ideas in *Your Child and Reading* on pages 14 and 20. Ask participants to name all the activities they do on a regular basis like going grocery shopping, eating dinner, going to bed, doing the laundry, cooking breakfast. List these activities on the easel pad.

Middle. Divide into groups of three to five people. Have each group pick an everyday activity from the list and think of ways to encourage reading during that time.

End. Bring the groups together and ask them to share their ideas while you write them on the easel pad. Tell participants you will include these ideas in the next newsletter. Ask each participant to choose one thing to do with his or her child the next day to encourage reading.

---

*If you do not have enough booklets for everyone, see page 3 for alternatives.

Taking Reading Home

Activity 9. *Making Books*

Objectives

To introduce easy, inexpensive ways to make books
To make books parents can take home and read to children

Materials

Cardboard, poster board, construction paper, wallpaper pieces
White, lined or unlined paper
Magazine pictures, photographs
Felt-tip markers, crayons, water colors, pencils, pens
Clear contact paper, plastic storage bags
Glue, book tape, round-head brass fasteners, yarn, string, stapler, and staples
Making Books (see page 131), one copy for each participant
Homemade books—one illustrated with photographs, one illustrated with simple line drawings, one illustrated with magazine pictures, one with pictures but no words

Space Requirements

Table space for all participants to work comfortably

Approximate Length

30 minutes

Procedure

Beginning. Show and read aloud the homemade books you have made or gathered. Point out that they were made from everyday materials and that both children and adults can enjoy making them.

Middle. Give each participant a copy of Making Books. Ask them to follow the directions and use the materials provided to make books to take home to their children. Circulate from person to person, giving support and encouragement as needed.

End. Ask for volunteers to show and read their books. Encourage participants to plan a time the next day to read their books to their children. Suggest that participants with cameras take pictures of their children and use them to illustrate homemade books.

Activity 10. *Finding and Reading Children's Books*

Objectives

To develop a list of places parents can find appropriate children's books
To give parents practice reading aloud
To have parents plan a time to read to their children
To visit the local library (if possible)

Materials

Library registration cards, one for each participant
Library diagrams, one for each participant
Bookmobile information sheets, one for each participant
Making Books (page 131), one for each participant
Children's books from the library, the grocery store, garage sales, the classroom, the church library, book clubs, the Reading Is Fundamental Program
Homemade books
Wordless pictures books (see list on page 132)
Children's storybooks in languages other than English (if you have non-English-speaking parents)
Newsprint pad, easel, marker

Space Requirements

Space for participants to meet in a large group and in pairs

Approximate Length

20 to 30 minutes

Procedure

Beginning. Have participants name all the places they can think of to find books appropriate for young children. List the places on the easel pad, and add your own ideas, too. Show the books you brought and pass out diagrams of the local library, library card registrations, bookmobile information, and the handout Making Books. If possible, set a date for visiting the library together or go during the workshop. You might arrange to meet with the children's librarian while you are there.

Middle. Have participants divide into pairs. Have each person choose a book to read aloud to the other person in the pair. Ask pairs to discuss what they liked and did not like about their books.

End. Bring pairs together and ask for volunteers to tell about the books they read. Then ask them to plan a time when they will read to their children the next day. Have each participant choose a book to take home even if it is a book that must be returned to the school or library.

Reading

Activity 11.

Objectives

Materials

Approximate Length

Procedure

Beginning.

Middle.

End.

Reading

Activity 12.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

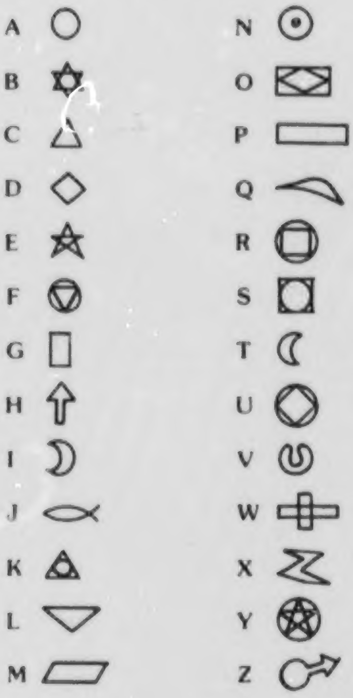
Middle.

End.

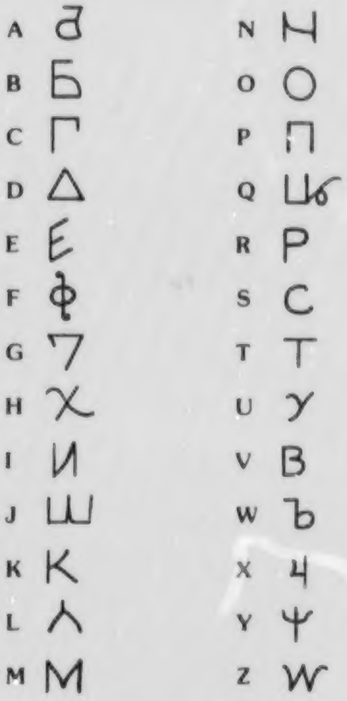
Reading Workshop Handouts

Sample Alphabet Codes

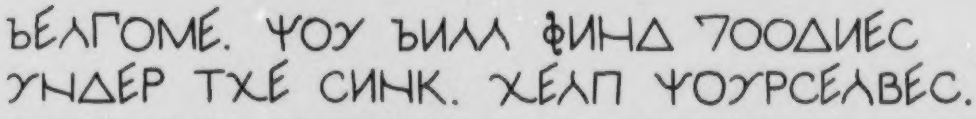
Shape Code


A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

Foreign Letter Code

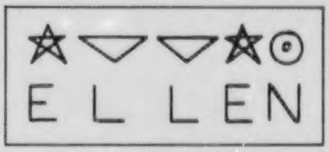

A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

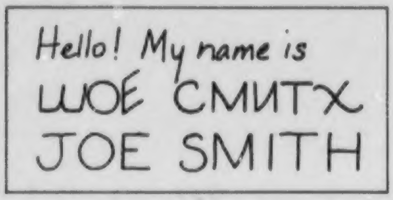
Sample Instructions in Foreign Code



(*Translation:* Welcome. You will find goodies under the sink. Help yourselves.)

Sample Name Tags




Hello! My name is
JOE SMITH

Everyday Situations That Encourage Reading

1. Samantha is eating at a restaurant with her family. The cashier gives her a hat. She looks at it and says, "See, it says 'hat' right here."

   After eating, she takes her waste papers to the trash can. On the can, she traces the letters that say PUSH and says, "This is 'trash.'"

   How does this situation encourage reading?

2. Tony is using crayons to trace around cookie cutters on paper. After he has traced five shapes, he tries to match the cookie cutters with the tracings. He picks up a large rooster cookie cutter and tries to match it with the tracing of a small chicken. He twists it many different ways to try to make it fit. Finally he says, "Too big" and matches it successfully to the rooster tracing.

   How does this situation encourage reading?

3. Jeanette and her mother are walking to the laundromat. Her mother is getting a little annoyed because Jeanette stops every few steps to pick up pebbles, acorns, and different-sized sticks, which she puts in her coat pocket. When they get to the laundromat, Jeanette's mother puts her on a laundry table while she puts the laundry into the washer. Jeanette takes her assortment of treasures out of her pocket and begins putting them into piles. She puts shiny pebbles in one pile, red pebbles in another, big acorns together, short sticks together, and long sticks together. Everything else she shoves to one side.

   How does this situation encourage reading?

4. Emilio is at a grocery store with his mother. As they turn down the produce aisle, his mother says, "Emilio, help me. I need to find oranges, apples, and lemons."

   Emilio finds the apples and helps her choose some. Then he says, "Here are the oranges, Mama." As he helps her put them in a bag he notices the Grade A stamp on one. "Look, Mama, it says 'orange.'"

   "It does have letters on it, Emilio."

   As they pick out the lemons Emilio says, "This says 'lemon,'" pointing to the Grade A stamp. His mother pulls out an orange, and they compare the letters on both.

   How does this situation encourage reading?

Making Books

1. Decide what your book will be about. For example, you might make a book about
    - Familiar people: family members, a pet, a relative, a friend
    - Familiar places: the grocery store, the fire station, school, the gas station, the beach, grandma's house
    - Familiar activities: making cookies, setting the table, taking a bath, washing the dog, folding the laundry
    - An imaginary journey or event
    - A funny thing that happened to you when you were a child
2. Decide whether your book will have words and pictures or just words.
3. Decide how you will illustrate your book. For example, you might use
    - Drawings
    - Paintings
    - Collage
    - Magazine pictures
    - Photographs
    - Other ________
4. Choose the materials you will need
    - Cardboard, poster board, construction paper, wallpaper pieces
    - White, lined or unlined paper
    - Magazine pictures, photographs
    - Felt-tip markers, crayons, water colors, pencils, pens
    - Clear contact paper, plastic storage bags
    - Glue, book tape, round-head brass fasteners, yarn, string, stapler and staples
5. Using white paper, make the pages of your book. Illustrate each page, and if your book includes words, write the part of the story that goes with each illustration. You might put clear contact paper on the pages or put them in the plastic storage bags to protect them.
6. Make the cover by gluing a drawing, magazine picture, or photograph to cardboard, poster board, or construction paper. Add the title. Cover with contact paper or plastic storage bags.
7. Connect the inside pages and cover together using staples, brass fasteners, yarn, or string. If you use staples, cover them with the book tape.
8. Enjoy and share your book. For more ideas, see *How to Make Your Own Books* by Harvey Weiss.

Wordless Picture Books*

Alexander, M. *Bobo's Dream*. New York: Dial Press, 1970.
———. *Out! Out! Out!* New York: Dial Press, 1968.
Amoss, B. *By the Sea*. New York: Parents' Magazine Press, 1969.
Anderson, L. *The Package: A Mystery*. Indianapolis: Bobbs-Merrill, 1971.
Ange, M. *The Ark*. Chicago: Harper, 1973.
———. *Topsy-turvies*. Salem, MA: Weatherhill, 1970.
———. *Upside-downers*. Salem, MA: Weatherhill, 1971.
Ardizzone, E. *Wrong Side of the Bed*. New York: Doubleday, 1970.
Aruego, J. *Look What I Can Do*. New York: Scribners, 1971.
———, and A. Dewey. *We Hide, You Seek*. New York: Greenwillow Books, 1979.
Asch, F. *Blue Balloon*. New York: McGraw Hill, 1971.
Barton, B. *Elephant*. New York: Seabury, 1971.
———. *Where's Al?* New York: Seabury, 1972.
Baum, W. *Birds of a Feather*. Reading, MA: Addison-Wesley, 1969.
Bollinger-Savelli, A. *The Knitted Cat*. New York: Macmillan, 1971.
Briggs, R. *The Snowman*. New York: Random House, 1978.
Brinckloe, J. *Spider Web*. New York: Doubleday, 1974.
Carle, E. *Do You Want to Be My Friend?* New York: Crowell, 1971.
———. *I See a Song*. New York: Crowell, 1973.
———. *My Very First Book of Colors*. New York: Crowell, 1974.
———. *My Very First Book of Shapes*. New York: Crowell, 1974.
———. *One, Two, Three to the Zoo*. New York: Philomel, 1968.
———. *Very Hungry Caterpillar*. New York: Philomel, 1970.
———. *Very Long Tail*. New York: Crowell, 1972.
———. *Very Long Train*. New York: Crowell, 1972.
Carrick, D. *Drip, Drop*. New York: Macmillan, 1973.
Carroll, R. *Chimp and the Clown*. New York: Walck, 1968.
———. *Christmas Kitten*. New York: Walck, 1970.
———. *Dolphin and the Mermaid*. New York: Walck, 1974.
———. *Rolling Downhill*. New York: Walck, 1973.
———. *What Whiskers Did*. New York: Walck, 1965.
———. *Witch Kitten*. New York: Walck, 1973.
Chalis, R. *Thirteen*. New York: Parents' Magazine Press, 1975.
Charlot, M. *Sunnyside Up*. Salem, MA: Weatherhill, 1973.
Chwast, S. *Still Another Number Book*. New York: McGraw, 1971.
Crews, D. *Truck*. New York: Green Willow, 1980.
DeGroat, D. *Alligator's Toothache*. New York: Crown, 1977.
DePaola, T. *Pancakes for Breakfast*. New York: Harcourt Brace Jovanovich, 1978.
Elzbieta. *Little Mops and the Butterfly*. New York: Doubleday, 1974.
———. *Little Mops and the Moon*. New York: Doubleday, 1974.
———. *Little Mops at the Seashore*. New York: Doubleday, 1974.
Emberley, E. *A Birthday Wish*. Boston: Little, 1977.
Espenscheid, G. *Oh Ball*. New York: Harper, 1966.
Ets, M. *I Can, Can You?* New York: Viking, 1968.
———. *Talking Without Words*. New York: Viking, 1966.
Floyd, L. *Agatha's Alphabet*. Chicago: Rand McNally, 1975.
Fromm, L. *Muffell and Plums*. New York: Macmillan, 1973.
Fuchs, E. *Journey to the Moon*. New York: Delacorte, 1969.
Gilbert, E. *A Cat*. New York: Holt, 1963.

**Compiled by Ruth A. Hough and Joanne R. Nurss, Georgia State University, Atlanta, Georgia, 1983.*

Goodall, J. *The Adventures of Paddy Pork*. New York: Harcourt Brace Jovanovich, 1968.
———. *Ballooning Adventures of Paddy Pork*. New York: Harcourt Brace Jovanovich, 1969.
———. *Creepy Castle*. New York: Atheneum, 1975.
———. *An Edwardian Christmas*. New York: Atheneum, 1978.
———. *An Edwardian Holiday*. New York: Atheneum, 1979.
———. *An Edwardian Season*. New York: Atheneum, 1980.
———. *An Edwardian Summer*. New York: Atheneum, 1976.
———. *Jacko*. New York: Harcourt Brace Jovanovich, 1972.
———. *The Midnight Adventures of Kelly, Dot, and Esmeralda*. New York: Atheneum, 1973.
———. *Naughty Nancy*. New York: Atheneum, 1975.
———. *Paddy Finds a New Job: A Pop-Up Story*. New York: Atheneum, 1981.
———. *Paddy's New Hat*. New York: Atheneum, 1980.
———. *Paddy Pork's Evening Out*. New York: Atheneum, 1973.
———. *Paddy Pork's Holiday*. New York: Atheneum, 1976.
———. *Shrewbettina's Birthday*. New York: Harcourt Brace Jovanovich, 1971.
———. *Shrewbettina Goes to Work*. New York: Atheneum, 1981.
———. *The Story of an English Village*. New York: Atheneum, 1979.
———. *The Surprise Picnic*. New York: Atheneum, 1977.
———. *Victorians Abroad*. New York: Atheneum, 1981.
Goshorn, E. *Shoestrings*. Minneapolis: Carolrhoda, 1975.
Hamburger, J. *Lazy Dog*. New York: Four Winds, 1971.
———. *Sleepless Day*. New York: Four Winds, 1973.
Heller, L. *Lily at the Table*. New York: Macmillan, 1979.
Hoban, T. *Circles, Triangles, and Squares*. New York: Macmillan, 1974.
———. *Count and See*. New York: Macmillan, 1972.
———. *Dig, Drill, Dump, Fill*. New York: Greenwillow Books, 1975.
———. *Look Again!* New York: Macmillan, 1971.
———. *Shapes and Things*. New York: Macmillan, 1971.
———. *Skates*. New York: Watts, 1973.
Hogrogian, N. *Apples*. New York: Macmillan, 1972.
Hutchins, P. *Changes, Changes*. New York: Macmillan, 1971.
Kent, J. *The Egg Book*. New York: Macmillan, 1975.
Knobler, S. *Tadpole and the Frog*. New York: Harvey, 1974.
Koren, E. *Behind the Wheel*. New York: Holt, 1972.
Krahn, F. *April Fools*. New York: Dutton, 1974.
———. *Arthur's Adventure in the Abandoned House*. New York: Dutton, 1981.
———. *The Biggest Christmas Tree on Earth*. Boston: Little, 1978.
———. *Catch That Cat!* New York: Dutton, 1978.
———. *A Flying Saucer Full of Spaghetti*. New York: Dutton, 1970.
———. *A Funny Friend From Heaven*. New York: Lippincott, 1977.
———. *How Santa Claus Had a Long and Difficult Journey Delivering His Presents*. New York: Delacorte, 1970.
———. *Journeys of Sebastian*. New York: Delacorte, 1968.
———. *The Mystery of the Giant Footprints*. New York: Dutton, 1977.
———. *Sebastian and the Mushroom*. New York: Delacorte, 1976.
———. *The Self-made Snowman*. New York: Lippincott, 1974.
———. *Who's Seen the Scissors?* New York: Dutton, 1975.
Lemke, H. *Places and Faces*. New York: Scroll, 1971.
Lisker, S. *Attic Witch*. New York: Four Winds, 1973.
———. *Lost*. New York: Harcourt Brace Jovanovich, 1975.
Lisowski, G. *Miss Piggy*. New York: Holt, Rinehart, and Winston, 1976.
Lustig, L. *Pop-Up Book of Trucks*. New York: Random, 1974.
Mari, I., and E. Mari. *The Apple and the Moth*. New York: Pantheon, 1969.
———, and E. Mari. *The Chicken and the Egg*. New York: Pantheon, 1969.
———. *The Magic Balloon*. New York: S. G. Phillips, 1967.

Mayer, M. *Ah-choo.* New York: Dial Press, 1976.
———. *A Boy, a Dog, a Frog.* New York: Dial Press, 1967.
———. *A Boy, a Dog, a Frog, and a Friend.* New York: Dial Press, 1971.
———. *Bubble, Bubble.* New York: Parents' Magazine Press, 1973.
———. *Frog Goes to Dinner.* New York: Dial Press, 1974.
———. *Frog on His Own.* New York: Dial Press, 1973.
———. *Frog Where Are You?* New York: Dial Press, 1969.
———. *The Great Cat Chase.* New York: Four Winds, 1975.
———. *Hiccup.* New York: Dial Press, 1976.
———. *One Frog Too Many.* New York: Dial Press, 1975.
———. *Oops.* New York: Dial Press, 1977.
———. *Two Moral Tales.* New York: Four Winds, 1974.
———. *Two More Moral Tales.* New York: Four Winds, 1974.
McTrusty, R. *Dandelion Year.* New York: Harvey, 1974.
Mendoza, G. *And I Must Hurry for the Sea Is Coming In.* Englewood Cliffs, NJ: Prentice-Hall, 1969.
Meyer, R. *Hide-and-Seek.* Scarsdale, New York: Bradbury, 1969.
———. *Vicki.* New York: Atheneum, 1969.
Miller, B. *Alphabet World.* New York: Macmillan, 1971.
Mordillo, G. *The Damp and Daffy Doings of a Daring Pirate Ship.* New York: Harlin Quist, 1971.
Nolan, D. *Monster Bubbles.* Englewood Cliffs, NJ: Prentice-Hall, 1976.
Olschewski, A. *Winterbird.* Boston: Houghton-Mifflin, 1969.
Panek, D. *Catastrophe Cat.* Scarsdale, New York: Bradbury Press, 1978.
Pierce, R. *Look and Laugh.* Racine, WI: Golden, 1974.
Ramage, C. *The Joneses.* New York: Lippincott, 1975.
Reich, H. *Animals of Many Lands.* New York: Hill and Wang, 1966.
———. *Children of Many Lands.* New York: Hill and Wang, 1958.
———. *Laughing Camera for Children.* New York: Hill and Wang, 1970.
Remington, B. *Boat.* New York: Doubleday, 1975.
Ringi, K. *Magic Stick.* New York: Harper, 1968.
———. *The Winner.* New York: Harper, 1969.
Ross, P. *High Fly.* New York: Crown, 1974.
Schick, E. *Making Friends.* New York: Macmillan, 1969.
Schweninger, A. *A Dance for Three.* New York: Dial, 1979.
Sesame Street. *Pull a Tab and See.* New York: Random, 1974.
———. *Sesame Street Book of Numbers.* Boston: Little, 1970.
———. *Sesame Street Book of People and Things.* Boston: Little, 1970.
———. *Sesame Street Book of Puzzlers.* Boston: Little, 1970.
———. *Sesame Street Book of Shapes.* Boston: Little, 1970.
Shimin, S. *A Special Birthday.* New York: McGraw-Hill, 1976.
Simmons, E. *Cat.* New York: McKay, 1968.
———. *Dog.* New York: McKay, 1967.
———. *Family.* New York: McKay, 1970.
———. *Wheels.* New York: McKay, 1969.
Spier, P. *Crash! Bang! Boom!* New York: Doubleday, 1972.
———. *Gobble! Growl! Grunt!* New York: Doubleday, 1974.
———. *Fast-Slow, High-Low.* New York: Doubleday, 1976.
———. *Noah's Arc.* New York: Doubleday, 1977.
Steiner, C. *I Am Andy.* New York: Alfred A. Knopf, 1961.
Sugano, Y. *Kitten's Adventure.* New York: McGraw, 1971.
Sugita, Y. *Good Night, 1, 2, 3.* New York: Scroll, 1971.
———. *My Friend Little John and Me.* New York: McGraw, 1973.
Turkle, B. *Deep in the Forest.* New York: Dutton, 1976.
Ueno, N. *Elephant Buttons.* New York: Harper, 1973.
Ungerer, T. *One, Two, Where's My Shoe?* New York: Harper, 1964.
———. *Snail, Where Are You?* New York: Harper, 1962.

Ward, L. *The Silver Pony.* Boston: Houghton Mifflin, 1973.
Wezel, P. *The Good Bird.* New York: Harper, 1964.
———. *The Naughty Bird.* New York: Harper, 1967.
Wildsmith, B. *Animal Shapes.* New York: Oxford University Press, 1980.
———. *Brian Wildsmith's Birds.* New York: Franklin Watts, 1967.
———. *Brian Wildsmith's Circus.* New York: Franklin Watts, 1970.
Winter, P. *The Bear and the Fly.* New York: Crown, 1976.
———. *Sir Andrew.* New York: Crown, 1980.
Withers, C. *Tale of the Black Cat.* New York: Holt, 1966.
———. *Wild Duck and the Goose.* New York: Holt, 1968.
Wondriska, W. *Long Piece of String.* New York: Holt, 1963.

Predictable Storybooks*

Adams, P. *This Old Man.* New York: Grosset and Dunlap, 1974.
Alain. *One, Two, Three, Going to Sea.* New York: Scholastic, 1976.
Aliki. *Go Tell Aunt Rhody.* New York: Macmillan, 1974.
———. *Hush Little Baby.* Englewood Cliffs, NJ: Prentice-Hall, 1968.
———. *My Five Senses.* New York: Thomas Y. Crowell, 1962.
Asch, F. *Monkey Face.* New York: Parents' Magazine Press, 1977.
Balian, L. *The Animal.* Nashville: Abingdon Press, 1972.
———. *Where in the World Is Henry?* Scarsdale, NY: Bradbury, 1972.
Barohas, S. *I Was Walking Down the Road.* New York: Scholastic, 1975.
Baum, A. and J. Baum. *One Bright Monday Morning.* New York: Random House, 1962.
Becker, J. *Seven Little Rabbits.* New York: Scholastic, 1973.
Beckman, K. *Lisa Cannot Sleep.* New York: Franklin Watts, 1969.
Bellah, M. *A First Book of Sounds.* Racine, WI: Golden Press, 1963.
Bonne, R., and A. Mills. *I Know an Old Lady.* New York: Rand McNally, 1961.
Brand, O. *When I First Came to This Land.* New York: Putnam, 1974.
Brandenberg, F. *I Once Knew a Man.* New York: Macmillan, 1970.
Brown, M. *Four Fur Feet.* New York: William R. Scott, 1961.
———. *Goodnight Moon.* New York: Harper and Row, 1947.
———. *Home for Bunny.* Racine, WI: Golden Press, 1956.
———. *The Three Billy Goats Gruff.* New York: Harcourt Brace Jovanovich, 1957.
———. *Where Have You Been?* New York: Scholastic, 1952.
Buckley, H. *Grandfather and I.* New York: Lothrop, 1959.
———. *Grandmother and I.* New York: Lothrop, 1961.
The Bus Ride. Illus. Justin Wagner. New York: Scott, Foresman, 1971.
Carle, E. *The Grouchy Ladybug.* New York: Thomas Y. Crowell, 1977.
———. *The Mixed Up Chameleon.* New York: Thomas Y. Crowell, 1975.
———. *The Very Hungry Caterpillar.* Cleveland: Collins World, 1969.
Charlip, R. *Fortunately.* New York: Parents' Magazine Press, 1964.
———. *What Good Luck, What Bad Luck!* New York: Scholastic, 1969.
deRegniers, B. *Catch a Little Fox.* New York: Seabury Press, 1970.
———. *The Day Everybody Cried.* New York: The Viking Press, 1967.
———. *How Joe the Bear and Sam the Mouse Got Together.* New York: Parents' Magazine, 1965.
———. *The Little Book.* New York: Henry Z. Walck, 1961.
———. *May I Bring a Friend?* New York: Atheneum, 1972.
———. *Willy O'Dwyer Jumped in the Fire.* New York: Atheneum, 1968.
Domanska, J. *If All the Seas Were One Sea.* New York: Macmillan, 1971.
———. *Rum Pum Pum.* New York: Macmillan, 1978.
Emberley, E. *Klippity Klop.* Boston: Little Brown, 1974.
———. *Simon's Song.* Englewood Cliffs, NJ: Prentice-Hall, 1969.
Ets, M. *Elephant in a Well.* New York: The Viking Press, 1972.
———. *Play With Me.* New York: The Viking Press, 1955.
Flack, M. *Ask Mr. Bear.* New York: Macmillan, 1932.
Gag, W. *Millions of Cats.* New York: Coward, 1928.
Galdone, P. *Henny Penny.* New York: Scholastic, 1968.
———. *The Little Red Hen.* New York: Scholastic, 1973.
———. *The Three Bears.* New York: Scholastic, 1972.
———. *The Three Billy Goats Gruff.* New York: Seabury Press, 1973.
———. *The Three Little Pigs.* New York: Seabury Press, 1970.
Ginsburg, M. *The Chick and the Buzzard.* New York: Macmillan, 1972.
Greenberg, P. *Oh Lord, I Wish I Was a Buzzard.* New York: Macmillan, 1968.
Hoffman, H. *The Green Grass Grows All Around.* New York: Macmillan, 1968.
Hutchins, P. *Good-Night, Owl!* New York: Macmillan, 1972.
———. *Rosie's Walk.* New York: Macmillan, 1968.
———. *Titch.* New York: Collier Books, 1971.

**Adapted by Ruth A. Hough and Joanne R. Nurss from a bibliography by Dorothy S. Strickland and Lynn K. Rhodes.*

Keats, E. *Over in the Meadow.* New York: Scholastic, 1971.
Kent, J. *The Fat Cat.* New York: Scholastic, 1971.
Kipling, R. *The Elephant's Child.* New York: Walker and Co., 1902.
Klein, L. *Brave Daniel.* New York: Scholastic, 1958.
Kraus, R. *Whose Mouse Are You?* New York: Collier Books, 1970.
Langstaff, J. *Frog Went A-Courtin'.* New York: Harcourt Brace Jovanovich, 1955.
———. *Gather My Gold Together: Four Songs for Four Seasons.* Garden City, NY: Doubleday, 1971.
———. *Oh, A-Hunting We Will Go.* New York: Atheneum, 1974.
Laurance, E. *We're Off to Catch a Dragon.* Nashville: Abingdon, 1969.
Lexau, J. *Crocodile and Hen.* New York: Harper and Row, 1969.
Lobel, Anita. *King Rooster, Queen Hen.* New York: Greenwillow, 1975.
Lobel, Arnold. *A Treeful of Pigs.* New York: Greenwillow, 1979.
Mack, S. *10 Bears in My Bed.* New York: Pantheon, 1974.
Martin, B. *Brown Bear, Brown Bear.* New York: Holt, Rinehart, and Winston, 1970.
———. *Fire! Fire! Said Mrs. McGuire.* New York: Holt, Rinehart, and Winston, 1970.
Mayer, M. *If I Had . . .* New York: Dial Press, 1968.
———. *Just for You.* New York: Golden Press, 1975.
McGovern, A. *Too Much Noise.* New York: Scholastic, 1967.
Memling, C. *Ten Little Animals.* Racine, WI: Golden Press, 1961.
Moffett, M. *A Flower Pot Is Not a Hat.* New York: E. P. Dutton, 1972.
Peppe, R. *The House That Jack Built.* New York: Delacorte, 1970.
Polushkin, M. *Mother, Mother, I Want Another.* New York: Crown Publishing, 1978.
Preston, E. *Where Did My Mother Go?* New York: Four Winds, 1978.
Quackenbush, R. *She'll Be Comin' 'Round the Mountain.* Philadelphia: J. B. Lippincott, 1973.
———. *Skip to My Lou.* Philadelphia: J. B. Lippincott, 1975.
Rokoff, S. *Here Is a Cat.* Singapore: Hallmark Children's Editions, n.d.
Scheer, J., and M. Bileck. *Rain Makes Applesauce.* New York: Holiday House, 1964.
Sendak, M. *Where the Wild Things Are.* New York: Scholastic, 1963.
Shaw, C. *It Looked Like Spilt Milk.* New York: Harper and Row, 1947.
Shulevitz, U. *One Monday Morning.* New York: Scribner's, 1967.
Skaar, G. *What Do the Animals Say?* New York: Scholastic, 1972.
Sonneborn, R. *Someone Is Eating the Sun.* New York: Random House, 1974.
Spier, P. *The Fox Went Out on a Chilly Night.* Garden City, NJ: Doubleday, 1961.
Stover, J. *If Everybody Did.* New York: David McKay, 1960.
Tolstoy, A. *The Great Big Enormous Turnip.* New York: Franklin Watts, 1968.
Weisgard, L. *Country Noisy Book.* Chicago: Harper, 1940.
Welber, R. *Goodbye, Hello.* New York: Pantheon, 1974.
Wildsmith, B. *The Twelve Days of Christmas.* New York: Franklin Watts, 1972.
Wolkstein, D. *The Visit.* New York: Alfred A. Knopf, 1977.
Wondriska, W. *All the Animals Were Angry.* New York: Holt, Rinehart, and Winston, 1970.
Zaid, B. *Chicken Little.* New York: Random House, n.d.
Zemach, M. *Hush, Little Baby.* New York: Dutton, 1976.
———. *The Judge.* New York: Farrar, Straus, and Giraux, 1969.
———. *The Teeny Tiny Woman.* New York: Scholastic, 1965.
Zoltow, C. *Do You Know What I'll Do?* New York: Harper and Row, 1958.

Reading Workshop Planning Form

Date & Time ______________________________

Location ______________________________

Objectives ______________________________

Activities	**Materials**
Display(s)	
Introducing the topic	
Generating ideas about the topic	
Taking it home	

Additional Planning Notes

Reading Workshop Evaluation Form

Displays

Did participants respond positively to the displays? Why or why not?

Activities

What were the strengths and weaknesses of each activity?

Activity	*Strengths*	*Weaknesses*

Conclusion

Did the workshop end satisfactorily? Why or why not?

Concerns

List particular participant concerns that should be incorporated into the next workshop or followed up in some other way.

Modifications

For each item below, note any suggestions that would enable the next workshop to run more smoothly.

Publicity

Special invitations

Building/meeting room

Transportation

Child care

Materials/supplies

Refreshments

Other Comments

6 Your Child and Writing

What Workshops About Writing Can Achieve

Writing is a skill that will assist children in school and at work throughout their lives. Writing workshops can help parents gain confidence in their own abilities to help their children learn to write. Without formal training, parents can enjoy writing activities with their children whether or not they consider themselves good writers.

Through writing workshops parents can learn that writing is more than learning the alphabet; writing is communicating. Parents can learn how to encourage their children to experiment with communication—to talk; to draw pictures; to write messages; to say funny things; to use different voices; to play with puppets; to repeat jingles, rhymes, and sayings.

Writing workshops can help parents realize that talking, listening, reading, and writing all work together to help children express and communicate their ideas. For example, children learn to write by listening to people talk to them. They learn to write by talking about everyday things—field trips, what they did at school, what they find in the grocery store, what they see on the way to grandma's. They learn to write when they hear and tell stories. And they learn to write when they practice fine motor skills using pencils, crayons, paintbrushes, pegs and pegboards, blocks, little trucks, puzzles.

Most important, writing workshops can help parents enjoy, support, and participate in their children's eager desire to write.

Questions Parents Often Raise About Writing

When will my child learn to write?

Most three- and four-year-old children are interested in words and letters. Usually at this age they begin to experiment with writing their own names (see pages 6-8 of *Your Child and Writing*). Their ability to form the letters well does not develop fully until the elementary years, and many children still reverse letters in second and third grade. Some people never develop clear handwriting, but forming letters is only part of the writing process, which also includes communicating thoughts, ideas, feelings, stories, and messages in a variety of ways.

My little girl does everything with her left hand. Should I make her use a pencil with her right hand so she can learn to write?

From birth on, many children seem to prefer doing things with one hand more than with the other. Some children prefer their right hands and are called "right-handed," while some children prefer their left hand and are called "left-handed." Both right-handed and left-handed children learn to write with equal ease when they have the support and encouragement of their families and teachers. Left-handed children who are forced to use their right hand often become very frustrated and upset, and for them writing may become unnecessarily difficult. Children who are permitted to use their preferred hand to write generally enjoy mastering the writing process.

How will I be able to help my child learn to write?

Many of the activities that help children learn to write do not actually involve writing. Learning about language and experimenting with it is very important. In addition to the many ideas described in this book and in *Your Child and Writing*, you can do the following kinds of things:

Talk to your children and listen to what they say while you are cooking, fixing the pipe under the sink, riding on the bus, or doing other things in your normal routine.
Provide children with opportunities to play with language by repeating nursery rhymes, tongue twisters, sayings, and jingles.
Tell them stories about your own life.
Read books to them.
Encourage them to use crayons, pencils, pens, and paper.
Let them see you write and talk about what you have written.
Sing songs with them as you do chores around the house.

Why doesn't my child's Head Start teacher teach writing?

Most preschool teachers *do not* teach writing skills by drilling children in the alphabet, having children practice writing letters over and over again, or giving children sentences to copy. They *do* teach writing through activities like these:

Involving children in drawing, painting, making things out of playdough, and other activities that help children develop small muscle coordination and communicate ideas

Having conversations with children, listening to their stories, and telling or reading stories to them, because talking and listening are important first steps in learning to write and read

Writing down what children say and reading it back to them so they begin to see the connection between written and spoken language

Encouraging children to experiment with writing their names and other words but not expecting them to do it perfectly

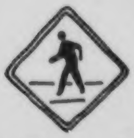
Helping children notice the differences and similarities among objects so that they will be better prepared to notice the differences and similarities among letters and words

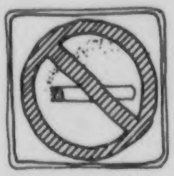
Writing Workshop Displays: Setting the Scene

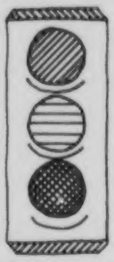
Displaying examples of materials and activities that help children learn to write can provide a focus for informal discussion before the workshop begins. Since display items are often useful in parts of the workshop, it may be helpful for parents to become familiar with them. Here are some ideas for writing displays.

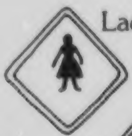
- Samples of children's writing ranging from scribbles to actual words. (For a good example of this progression, see pages 10 and 11 of *Your Child and Writing.*)
- Pictures children have drawn and models they have made out of boxes, blocks, clay, tongue depressors, with stories or labels children have made up (and adults have written down) to describe them.
- A recording of a story a child has made up or is retelling in her or his own words.
- A variety of books—storybooks and picture books, homemade and from the library.
- Instructions from the handout *Making Books* (page 131) and materials with which to make them.
- Alphabet blocks, plastic letters, sandpaper letters.
- Common toys from school or home—small trucks, bristle blocks, crayons, pipe cleaners, pots and pans—labeled with this question: How do these toys help children learn to write?
- A poster of common signs and symbols labeled with this caption: Reading signs and symbols helps children understand the connection between words

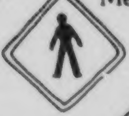
and their meanings. You might want to include the following symbols and signs on your poster:

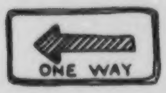

Pedestrian crossing

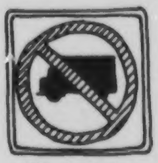

No smoking

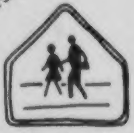

A red light/green light

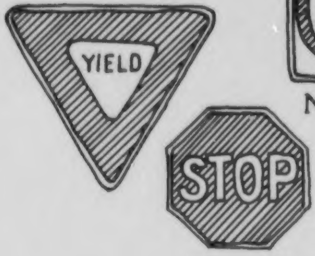

Ladies' room

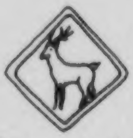

Men's room

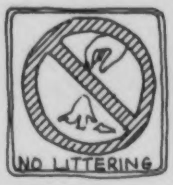



No trucks


School




Deer crossing



Choosing Workshop Activities

The following writing workshop activities are arranged under three categories to correspond to the beginning, middle, and end of a writing workshop:

Introducing Writing (beginning)

Activity 1. *Learning to Write*
Activity 2. *Writing Riddles*
Activity 3. *Activities and Materials That Encourage Writing*

Generating Ideas About Writing (middle)

Activity 4. *Making Up Stories*
Activity 5. *Encouraging Writing Skills*
Activity 6. *Storytelling*
Activity 7. *Discussing Your Child and Writing*
Activity 8. *Writing Down What Children Say*

Taking Writing Home (end)

Activity 9. *Telling and Writing Down Stories*
Activity 10. *Listening, Speaking, Reading, and Writing*
Activity 11. *A Collection of Writing Activities*

To plan a writing workshop for parents, choose at least one beginning, one middle, and one ending activity. A form for recording your plans for the workshop is provided on page 178. If the following activities do not suit your particular parent group, change them so that they do, or make up new activities (using the forms on pages 164 and 165). In this book, record the changes you make, so you will have them for future reference.

Introducing Writing

Activity 1. *Learning to Write*

Objectives

To experience learning to write
To identify the skills children need in order to write

Materials

Watercolors and paintbrushes
Newsprint pad
Large, blank name tags

Space Requirements

Table space for every participant and space for participants to meet in a circle

Approximate Length

10 to 15 minutes

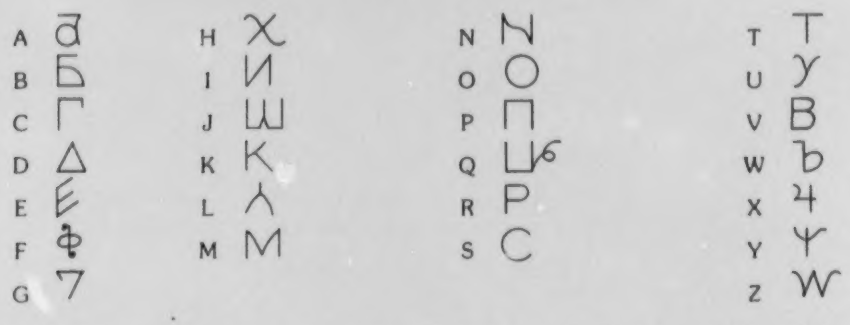
Procedure

Beginning. As participants come into the room, encourage them to follow these name tag instructions written on the newsprint pad:

Making a Name Tag for Yourself

1. Write in the foreign letter code to make your name tag.
2. Use watercolors and a paintbrush.
3. Write with the hand you usually do not use. (If you are right-handed, use your left hand. If you are left-handed, use your right hand.)

Foreign Letter Code



Middle. Make your own name tag as participants make theirs, and talk informally about how hard it is to distinguish the letters and to write with a paintbrush.

End. When everyone has made a name tag, meet in a large circle and discuss the process. You might ask the following questions:

How is our writing in a foreign letter code similar to children learning to write English letters?
How did it feel to use your opposite, or less preferred, hand?
How is our using our opposite hands similar to beginning writers using their preferred hands?
Even though writing your name tag was awkward, how do you feel about your accomplishment?
Would you get better if you practiced this skill every day?
Based on this experience, what skills would you say children need to develop in order to write letters and words?

Introducing Writing

Activity 2. *Writing Riddles*

Objectives

To make up riddles
To introduce an activity parents can do with their children

Materials

Paper and pencil, one paper bag--for each group of three to five participants
Familiar objects, one to go inside each paper bag. For example: a paintbrush, a pair of scissors, a toy truck, a peanut, a banana, a paper napkin

Space Requirements

Space for participants to meet in a circle and in small groups

Approximate Length

30 minutes

Procedure

Beginning. Introduce the activity by saying something like this:

> "We're going to play a guessing game that is fun to play with children and that helps them describe objects. We are going to break into groups, and I'm going to give each group a bag containing a familiar object. Each person in your group will feel the object and describe something about what he or she feels. Choose one person to write down all the descriptions.
>
> For example, the descriptions might form a riddle like this: It's long and thin like a straight stick. It comes to a point on one end and it's round and rubbery on the other. The middle part has six sides. It's not very heavy. What is it? (a pencil)
>
> When it's your turn to feel the object, don't name it, even if you know what it is. Instead, describe what you feel. After your group has written a riddle, we'll see if the rest of us can guess what the object is when you read the riddle to us."

Middle. Divide into groups of three to five people, pass out bags, and have each group begin.

End. Bring the groups together and have each group read its riddle for the other groups to guess. To conclude, point out how making up riddles by describing objects is related to writing: Noticing similarities and differences in real objects helps children develop the skill to notice similarities and differences in alphabet letters and to use language to communicate specific ideas and observations.

Encourage participants to play this riddle game with their children. You might also describe the following variations on this game:

Playing "I Spy" in the bus:

> "I spy something black, soft, and it goes on your head." (a man's hat) "I spy something big, black, with two handles, and it's fun to look inside of." (Grandma's purse)

Making the grocery list:

> "We need some round, red things that grow on trees." "We need something square and soft that you use for sandwiches."

Cleaning up toys:

> "I'm going to pick up all of the green things. What are you going to pick up?"

Introducing Writing

Activity 3. *Activities and Materials That Encourage Writing*

Objectives

To identify activities and materials that encourage writing
To expand the definition of writing to include more than handwriting

Materials

Writing displays described in Writing Workshop Displays: Setting the Scene (page 145)
Newsprint pad, easel, marker

Space Requirements

Space for participants to meet in a circle and to use the displays

Approximate Length

15 to 20 minutes

Procedure

Beginning. Introduce the activity by asking the following questions:

> Why are these displays here?
> How does each display relate to writing?

Middle. As a total group, look at the displays one at a time and ask how each display relates to writing. Be sure to allow participants to answer the questions before you add your ideas. Here, for example, are some points you might wish to raise about the writing-sample display:

> Very young children imitate their parents' and brothers' and sisters' writing by making squiggles and marks. Although it does not look like writing to us, it feels like writing to children and is an important step in learning to write.
>
> Learning to write well-formed letters does not happen overnight. It takes lots of time and practice as well as support and encouragement.

About the picture-and-model display:

> Labeling and telling stories about their own pictures and models is one way young children see the connection between spoken and written words.
>
> Having adults write down children's own words about their own creations is a personally meaningful way for children to be involved with written language before they themselves can actually write.

About the recording display:

Telling stories can be a first step to writing stories. Making his or her own tape recording helps a child realize that spoken words can be saved and spoken over and over again. In this way, tape-recording is very similar to writing.

About the book display:

Seeing words written in books and hearing the same words read over and over again is another way children come to understand that writing is a way to save thoughts, ideas, feelings, and observations. Homemade books give children the idea that they can make books, too.

About the book-making display:

Again, actually making their own books gives children a feeling of power and mastery over words. Even though they cannot yet write the letters of the alphabet, children can still make books of their own and can have other people write down their words for them.

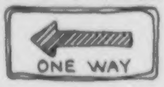
About the alphabet-letters display:

Feeling three-dimensional letters helps children to explore the shapes of letters and to distinguish one letter shape from another. Children who have felt, handled, traced, and played with three-dimensional letters can use these experiences when they are learning to write alphabet letters with a pencil.

About the toy display:

Children who play with toy trucks, for example, and watch real trucks on the highway have a basis for understanding what the written word *truck* means. Playing with toys is an important step in the writing process, because through play, children come to understand the objects and actions that words describe.

About the sign display:

Signs, symbols, and pictures are easier for children to interpret than are written words. Understanding that  means *one way* is a step that comes before understanding the written words *one way.*

End. Summarize the discussion by asking participants the following question: "What activities and materials could you provide to encourage children's writing?" List their responses on the newsprint pad.

Generating Ideas About Writing

Activity 4. *Making Up Stories*

Objectives

To identify the kinds of stories young children make up

To discuss what children learn from telling stories and having their stories written down

Materials

Collection of stories made up and illustrated by young children

Eating the Big Bar Cookie (page 166)

Thinking About Stories Children Write (page 168), one copy for each small group

Newsprint pad, easel, marker

Space Requirements

Space for participants to meet in a circle and in groups of three to five

Approximate Length

30 minutes

Procedure

Beginning. Read aloud Eating the Big Bar Cookie and show the child's illustrations. Informally discuss what a child might learn from the process of making up a story, telling it to an adult, having the adult write it down in the child's own words, illustrating it, and reading it over and over again. For example, you might say something like this:

> "As they make up stories, children begin to understand how written language can be used to express their thoughts. As they hear their own words read back, children gain a sense of the power of words to communicate thoughts, feelings, ideas, and observations. They begin to realize that they can be *makers* of stories as well as listeners."

Middle. Have participants divide into groups of three to five people. Give each group two stories made up and illustrated by children, and a copy of Thinking About Stories Children Write. Have them follow the steps described. Circulate, giving support as needed.

End. Bring the groups back together to discuss the following question: "Is making up and illustrating stories an important learning experience for young children? Why or why not?" List participants' responses on the newsprint pad.

Activity 5. *Encouraging Writing Skills*

(A Presentation by a Classroom Teacher)

Objectives

To introduce parents to the part of the classroom program related to writing
To develop strategies that encourage writing at home and in school
To encourage parents to volunteer in the classroom
To help parents and teachers become acquainted

Materials

To be determined by the teacher

Space Requirements

To be determined by the teacher

Approximate Length

Suggest to the teacher that she or he not go over 20 minutes.

Procedure

To be determined by the teacher. You might explain beforehand the objectives for the activity, suggest that the teacher use as many real-life examples as possible, and ask that the presentation be informal, ending with a discussion of how the parents would like to be involved in the classroom.

Generating Ideas About Writing

Activity 6. *Storytelling*

Objectives

To identify the relationship of spoken language to written language
To remember family folklore
To discuss the benefits of an oral tradition

Materials

Newsprint pad or chalkboard on which are written the five questions listed in middle part of Procedure

Space Requirements

Space for participants to meet in a circle

Approximate Length

20 to 30 minutes

Procedure

Beginning. Explain that hearing language and experimenting with it helps young children learn to write. A rich spoken language environment helps children want to communicate and gives them something to talk about. To illustrate, tell a story about your own childhood oral tradition. For example, here is what one workshop leader said:

> *When I was a child, I'd ask my mother to tell me about "the olden days when you were a little girl." My mother's stories would always start with "When I was a little girl. . ." and she'd go on to tell me about how she had to go all by herself to bring home the cows and how, once, a neighbor's bull chased her up a tree, or how she helped drive the sled out to the sugar bush where her father and the hired man were tapping the maple trees for sap to make into maple syrup. From hearing my mother's stories, I have a vivid picture in my mind of her life as a child growing up on a small farm.*

Middle. Ask each participant to talk with a neighboring person about the stories they remember from childhood and to answer the following questions:

When were the stories told to you?
Who told them?
Were they about a person's life, or were they folk tales?
Which story was your favorite? Why?
How did hearing these stories make you feel?

End. As a large group, discuss what was important about hearing these stories. Stress that hearing stories, listening to language in many different settings, and telling stories prepares children to write. Communicating is what writing is all about, and three- and four-year-old children communicate most often by speaking.

Generating Ideas About Writing

Activity 7. *Discussing* Your Child and Writing

Objectives

To introduce *Your Child and Writing*
To give parents an opportunity to discuss *Your Child and Writing* with other parents
To define writing

Materials

Your Child and Writing, one copy for each participant*
Newsprint pad, easel, marker

Space Requirements

Space for participants to meet in a large circle and in small groups

Approximate Length

30 minutes

Procedure

Beginning. On the newsprint pad, write: Preschoolers learn about writing by . . . Ask participants to divide into groups of three to five people to answer the question based on their own experiences and on *Your Child and Writing*.

Middle. As participants meet in small groups, circulate, helping to clarify ideas by asking questions like "How do you think finger painting helps children learn to write?"

End. In the large group, discuss each small group's answers, and write them on the newsprint pad.

---

*If you do not have enough booklets for everyone, see page 3 for alternatives.

Generating Ideas About Writing

Activity 8. *Writing Down What Children Say*

Objectives

To emphasize the importance of writing down what children say
To discuss ways to interact with children when they are drawing and writing

Materials

Your Child and Writing, a copy for each participant*
Writing Down What Children Say (page 169), a copy for each small group
Examples of children's drawings labeled with their own words
Pencils or pens

Space Requirements

Space for participants to meet in a large circle and in groups of three to five

Approximate Length

30 minutes

Procedure

Beginning. Hold up and pass around two or three examples of children's drawings or paintings labeled with their own words. Explain that having their own language written down helps children understand that written words represent spoken words and that letters stand for sounds. Writing down children's words also helps them begin to notice letters and try writing the letters themselves. Discuss the process the adults go through to write down a child's words.

1. They ask "What do you want to tell me about your picture? Should I write that down? What should I write?"
2. They write down the child's words exactly as the child says them.
3. Together with the child, they read the words back.

As you describe this process, fill in a specific conversation that might have taken place when the drawings or paintings you have shown were labeled.

Middle. Divide participants into groups of three to five people. Pass out pens or pencils, *Your Child and Writing*, and Writing Down What Children Say. Circulate, giving support and helping participants clarify ideas.

End. Bring the groups together and ask for volunteers to share their conversations. Encourage participants to write down their own children's words.

---

*If you do not have enough booklets for everyone, see page 3 for alternatives.

Activity 9. *Telling and Writing Down Stories*

Objectives

To practice telling stories
To practice writing down other people's stories

Materials

Blank homemade books, two for each participant
Pens or pencils

Space Requirements

Space for participants to meet in a circle and in pairs at a table

Approximate Length

40 minutes

Procedure

Beginning. Explain that it is important for children to tell and listen to stories. Ask participants to find a partner. In each pair one of the partners will tell a story. The other partner will encourage the storyteller, ask questions, listen attentively, and write the storyteller's story in one of the blank books. You might suggest the following topics to help storytellers begin:

The scariest thing that ever happened to you
What happened this morning
Your fondest memory
What your grandfather was like
A trip to ________
Re-telling a favorite story

You may wish to tell a story yourself as an example.

Middle. Circulate. Help people get started. Encourage partners to switch roles after they have finished a story.

End. Bring the group together. Ask for volunteers to read their stories. Suggest that participants have their children illustrate their books. Have participants take home blank books, and ask them to plan time the next day when they will either tell stories or have their children tell stories as they write them down.

Taking Writing Home

Activity 10. *Listening, Speaking, Reading, and Writing*

Objectives

To think about the relationship of listening, speaking, reading, and writing
To identify times during the day when listening, speaking, reading, and writing can be encouraged

Materials

Handouts:
- Listening (page 171)
- Speaking (page 172)
- Reading (page 173)
- Writing (page 174)

Newsprint pad, four markers, easel

Space Requirements

Space for participants to meet in a circle and in four groups

Approximate Length

30 minutes

Procedure

Beginning. Introduce the four elements of language—listening, speaking, reading, writing—and define what they mean at the preschool level. Make these points:

Children need many opportunities to listen to people speak in order to learn to use language well in their own writing. They can listen to people speaking to them; people speaking to each other; people talking on TV, on the radio, on tape recordings.

Writing is a form of communicating, but before children learn to write they need to experiment with *speaking*. They need to play with language by making up rhymes, silly sayings, and nonsense words; by describing things they have done; by explaining what they want to do; by talking with adults and other children.

To be able to write, children must know what written speech is and what stories sound like. They need to have stories, signs, cereal boxes, letters, road signs, *read* to them.

Young children need to experiment with *writing* alphabet letters. They also need to see other people write, to have their own words written down, to communicate by drawing and building, and to tell stories while other people write them down.

Middle. Ask participants to divide into four groups—listening, speaking, reading, writing. Give each group a sheet of newsprint, a marker, and the appropriate handout, and ask each group to choose one person to write down ideas. Circulate among the groups, asking questions and making suggestions.

End. Bring the groups together and have each group read its list. Ask each participant to plan to do at least one of the suggested activities the next day.

Taking Writing Home

Activity 11. *A Collection of Writing Activities*

Objectives

To produce ideas for writing activities to do with children
To practice some of these activities

Materials

Writing Letters and Postcards (page 175)
Making Books With Children (page 176)
Writing Down What Children Say (page 177)
Newsprint pad, easel, marker
Cardboard, magazine pictures, contact paper, notebooks, construction paper, unlined paper, crayons, scissors, staplers, tape, glue
Examples of children's drawings labeled with their own words
A pack of crayons for each participant to take home (optional)

Space Requirements

Space for participants to meet in a circle and at three work tables

Approximate Length

30 to 40 minutes

Procedure

Beginning. Briefly describe the three activities that will be occurring—writing letters and postcards, making books, and writing down what children say. Ask participants to choose one of the groups to work in for about 20 minutes. Give each group its appropriate handout.

Middle. As participants work on their chosen activities, circulate among the groups, helping out where needed.

End. Have groups come back together and share their products and the answers to their discussion questions. Ask participants to choose a time the next day when they will either write a letter with their child, make a book with their child, or write down what their child says. If possible, send a pack of crayons home with each participant.

Writing

Activity 12.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

Middle.

End.

Writing

Activity 13.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

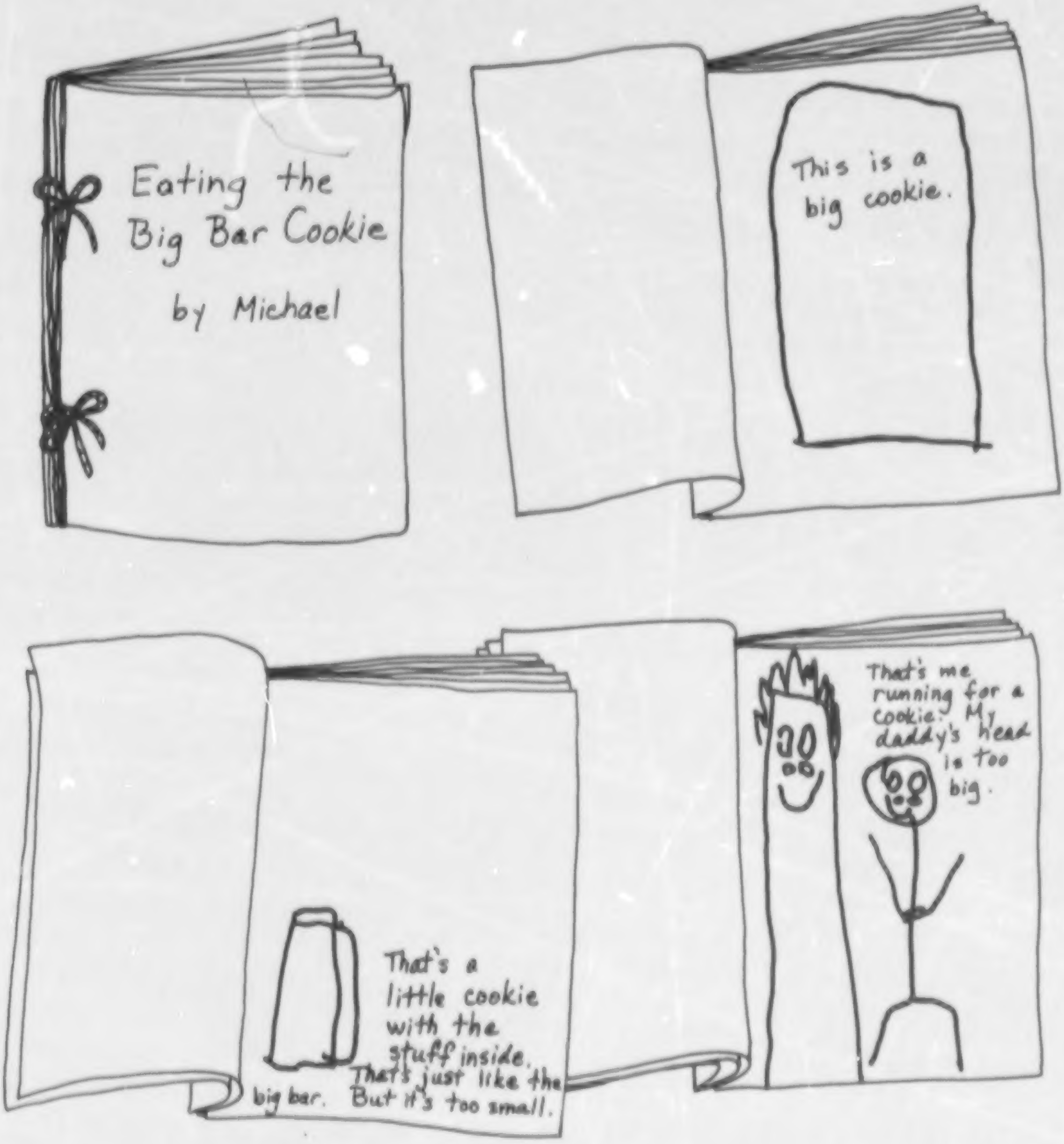
Middle.

End.

Writing Handouts

Eating the Big Bar Cookie

by Michael, age 4



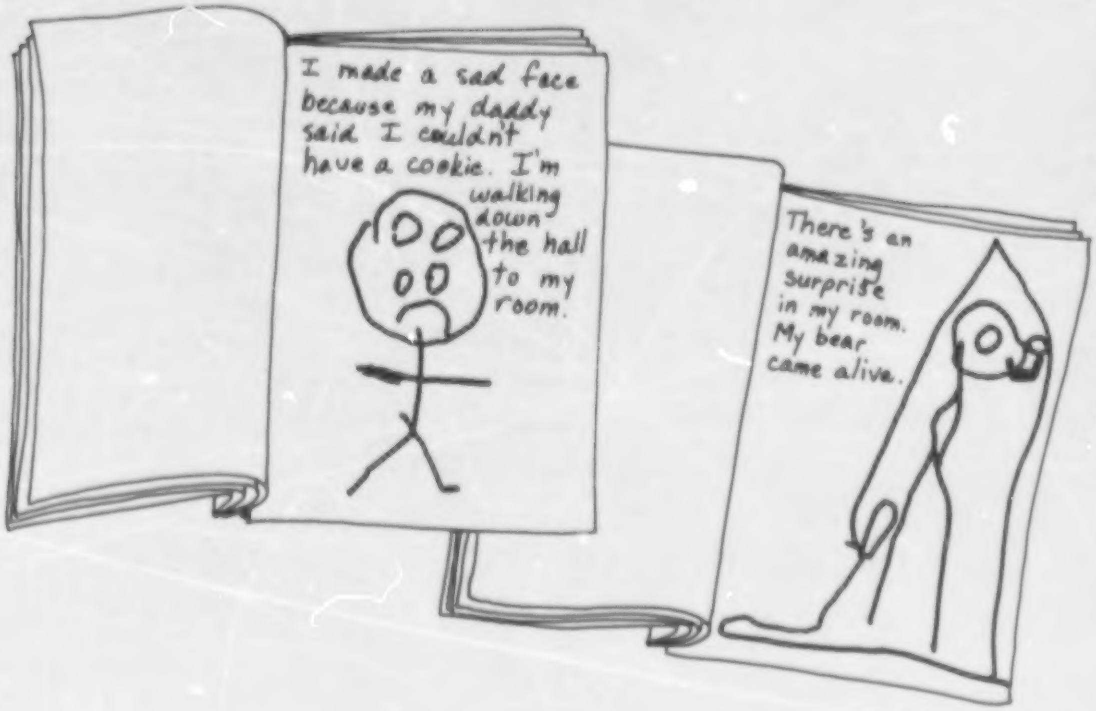
Eating the Big Bar Cookie

by Michael

This is a big cookie.

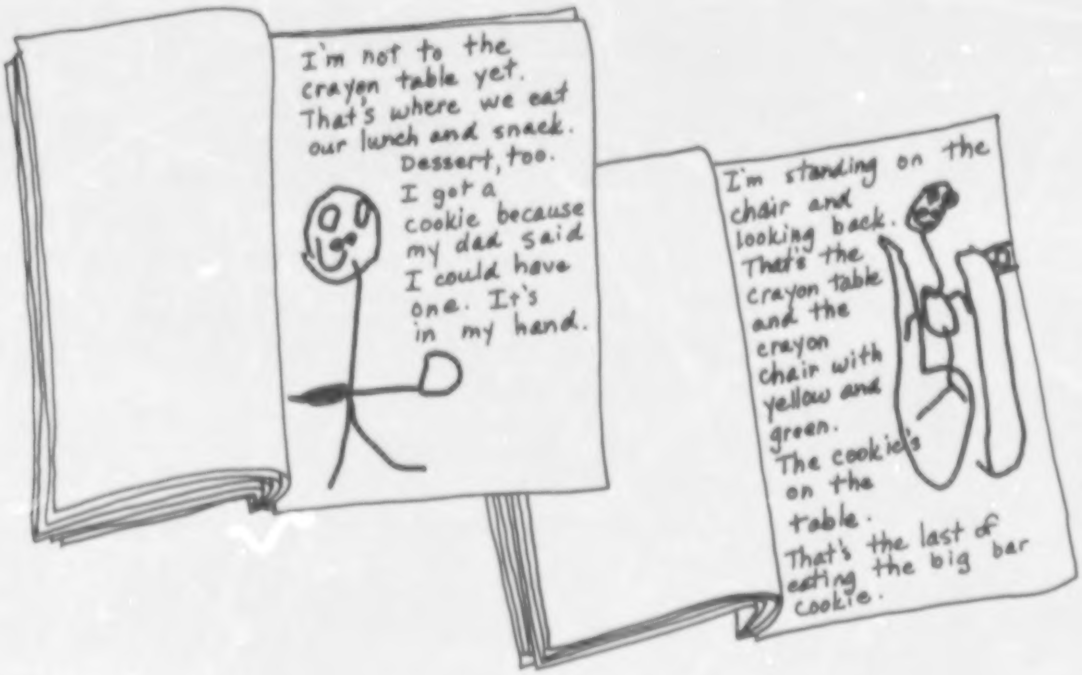
That's a little cookie with the stuff inside. That's just like the big bar. But it's too small.

That's me running for a cookie. My daddy's head is too big.



I made a sad face because my daddy said I couldn't have a cookie. I'm walking down the hall to my room.

There's an amazing surprise in my room. My bear came alive.



I'm not to the crayon table yet. That's where we eat our lunch and snack. Dessert, too. I got a cookie because my dad said I could have one. It's in my hand.

I'm standing on the chair and looking back. That's the crayon table and the crayon chair with yellow and green. The cookie's on the table. That's the last of eating the big bar cookie.

Thinking About Stories Children Write

1. Read each story aloud, and look at the illustrations.

2. Does each of the stories have a clear beginning? Middle? End?

3. Do the writers speak in phrases, or in whole sentences?

4. Are the stories about familiar situations, or about make-believe situations?

5. Which story did you like better? Why?

6 What did you learn about the writers of these stories?

Writing Down What Children Say

1. Look at the pictures on pages 10 and 11 of *Your Child and Writing*. Liu has just finished drawing a picture. His mother is going to write down some of the things he says about the picture.

2. Read the following conversations Liu and his mother might have had. Discuss what Liu's mother says and does in each one.

A. Mother: Liu, you made a picture.
Liu: I drew around my hand. It's a turkey.
Mother: I can see the turkey's face here on the . . .
Liu: That's the thumb part.
Mother: Would you like me to write something on it?
Liu: Write, "It's my hand. It's a turkey."
(Mother says each word as she writes it, making sure that Liu can see what she writes.)
Mother: It says, "It's my hand. It's a turkey."
(She points to each word as she reads it.)
Let's read it together, Liu.

B. Mother: What's that, Liu?
Liu: A turkey.
Mother: Where's the red part?
(Liu points to it.)

Mother: Where's the blue part?
Liu: Here.
(Points.)
Mother: I'll write "red" here and "blue" here.
(Mother takes picture and writes "red" and "blue" on it. Gives it back to him.)
Now write your name, Liu.

C. Mother: Tell me about your picture, Liu.
Liu: It's a turkey. We saw it at the farm.
Mother: Oh, the trip you took with your school. You saw a turkey at the farm?
Liu: It's gots lots of fuzzy feathers.
Mother: The turkey at the farm?
Liu: Yes, and this one.
(Points to the picture.)
It's gots lots of fuzzy feathers, too.
Mother: I'm going to write that on your picture.
"It's . . . gots . . . lots . . . of . . . fuzzy . . . feathers."
(She reads each word as she writes it.)

3. Which conversation did you like best? Why?

4. Write a conversation that might have occurred between Nolan and his father (*Your Child and Writing*, pages 8 and 9) or one that might have occurred between Keyok and his mother (*Your Child and Writing*, pages 14 and 15).

Listening

Children need many opportunities to listen to people speak in order to learn to use language well in their own writing. They can listen to people speaking to them; people speaking to each other; people talking on TV, on the radio, on tape recordings. List times during the day when children listen to language. Discuss how you as a parent can encourage them to think about what they hear. What other things should children listen to besides speech?

Times of day when children hear language	*How you can encourage them to think about what they hear*

Speaking

Writing is a form of communicating, but before children learn to write they need to experiment with speaking. They need to play with language by making up rhymes, silly sayings, and nonsense words; by describing things they have done; by explaining what they want to do; by talking with adults and other children. List times during the day when children can talk or play with language. List what you can do to encourage talking and word play.

Times when children can talk or play with language	*Ways you can encourage it*

Reading

To be able to write, children must know what written speech is and what stories sound like. They need to have stories, signs, cereal boxes, letters, road signs read to them. List times during the day when children can have things read to them. List ways you can help them think about the things they have heard.

Times children can be read to and what can be read	*Ways to help them think about what they have heard*

Writing

Young children need to experiment with writing alphabet letters. They also need to see other people write, to have their own language written down, to communicate by drawing and building, and to tell stories while other people write them down. List times during the day when children can draw, build, have their own words written down, watch someone else write, try to write themselves, or tell stories. List ways you can help them during these times.

Times children can write	*Ways you can help*

Writing Letters and Postcards

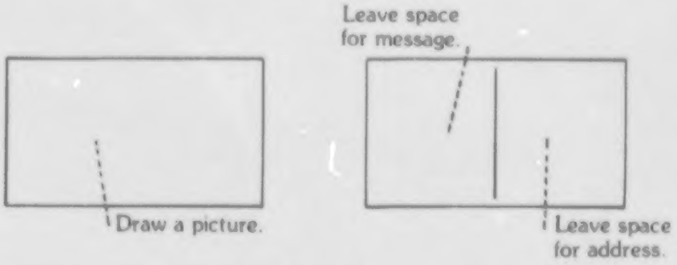
1. Why should we encourage children to write letters and postcards to their friends and relatives?

2. List all the people children could write to.

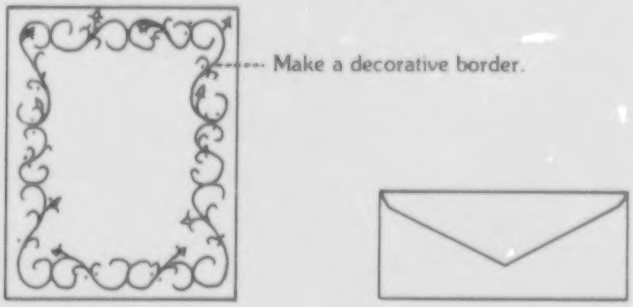
3. How can we help children write letters and postcards?

4. Using the materials available, make enough of the following so that each person at the workshop can take one home:

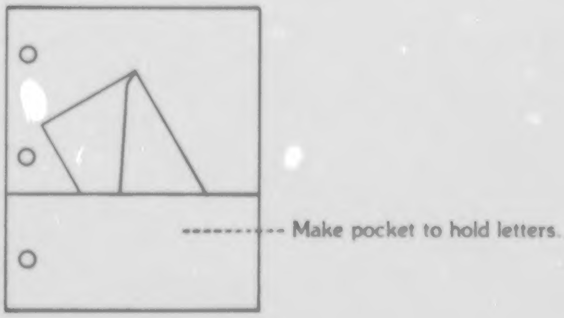
A postcard


Leave space for message.
Draw a picture.
Leave space for address.

Stationery


Make a decorative border.

A letter scrapbook


Make pocket to hold letters.

Making Books With Children

1. If you were helping your child make a book, what materials could you gather for your child to choose from?

2. How could you help your child decide what his or her book should be about?

3. Should your child draw the pictures first and then have you write down the story, or should your child have you write down the story first and then draw the pictures? Does the order matter?

4. Write down the steps for helping children make a book. (Later you will share these steps with the other parents at this workshop.)

5. Using the materials available, follow the steps you have just listed to make blank books you and your children can draw and write in at home. If possible, make enough blank books for each participant to take one home.

Writing Down What Children Say

An important part of learning to read and write is understanding that written words represent spoken words. One way to help children see the connection between spoken and written language is to write down what they say—to take dictation from them.

1. On the table are some children's drawings and paintings labeled with words, phrases, and sentences children have said about them. Examine them closely. What do you notice about them?

2. Using the materials on the table, draw a picture of anything you would like to draw.

3. Choose a partner to write down your story about your picture. Then write down your partner's story about his or her picture.

4. Together as a group, write down suggestions or guidelines for writing down what children say. (Later you will share these guidelines with the other people at this workshop.)

Writing Workshop Planning Form

Date & Time ______________________________

Location ______________________________

Objectives ______________________________

Activities	**Materials**
Display(s)	
Introducing the topic	
Generating ideas about the topic	
Taking it home	

Additional Planning Notes

Writing Workshop Evaluation Form

Displays

Did participants respond positively to the displays? Why or why not?

Activities

What were the strengths and weaknesses of each activity?

Activity	*Strengths*	*Weaknesses*

Conclusion

Did the workshop end satisfactorily? Why or why not?

Concerns

List particular participant concerns that should be incorporated into the next workshop or followed up in some other way.

Modifications

For each item below, note any suggestions that would enable the next workshop to run more smoothly.

Publicity

Special invitations

Building/meeting room

Transportation

Child care

Materials/supplies

Refreshments

Other Comments

7 Your Child and Math*

What Workshops About Math Can Achieve

Numbers—how much and how many—are a fact of life. Parents know this and want their children to be successful in math. Many parents, however, consider themselves "not good in math" and are therefore concerned about their ability to help their children in this area. Math workshops can help parents gain confidence in their own mathematical abilities and in their ability to help their children be successful with numbers.

Math workshops assure parents that they talk about math with their children everyday whenever they talk about "how much" or "how many."

"How many chairs do we need around the table for supper?"
"How much dish soap do you think you'll need? A few drops, a lot of drops?"
"In five minutes it will be time for bed."
"Do you think there's room for Sylvan in the back seat?"
"How much room do you think he'll need?"

Math workshops help parents see that understanding math involves manipulating objects like blocks, shoes, silverware, crayons, dolls, trucks, clothing, sticks, stones, cups, and buckets. Math workshops help parents see that as children fill and empty containers they are working with the idea of how much. As children build, line things up, put things on, they are working with the idea of how many.

Math workshops help parents enjoy math. Parents can learn to enjoy numbers with their children—having number hunts on cereal boxes, looking for numbers along the highway, counting all the green socks in the laundry.

---

*Some of the material in this chapter was taken with permission from "Getting Involved: Leader's Guide to Your Child and Math," an original draft by Bess-Gene Holt, Ph.D. She prepared the draft for the Center for Systems and Program Development under contract No. HEW 105-80C-087 from ACYF, Department of Health and Human Services.

Math workshops help parents understand that many mathematical experiences occur before children begin to do what most people think of as math—adding, subtracting, multiplying, and dividing.

Math workshops help parents feel comfortable with their own math skills and their ability to enjoy doing math with their children.

Questions Parents Often Raise About Math

I'm not good at math. I don't even like math. How can I possibly help my child with math? He'll learn it in school, anyway.

Parents are usually better at math than they think they are. Preschool and early elementary children are involved in how much and how many. They enjoy finding and talking about numbers they encounter every day—telephone numbers, house numbers, prices, license-plate numbers, dates, weights, speed limits. They also enjoy counting things. Parents can support and encourage their children's interest in identifying numbers, counting, and figuring out how much and how many by talking about numbers in everyday situations.

> "Justin, would you bring me the *two* cups that are on the table?"
> "Empty the wastebasket that has *the most* paper in it into this garbage bag, okay?"

Will my child ever be able to count right? Now he counts, but it's all wrong, like "one, two, seven, ten, five . . ."

All children learn number names before they learn number order. Learning number names in itself is an important accomplishment. Parents can enjoy and support this skill and continue using numbers themselves as they talk with children. Criticizing and correcting the way children count discourages them unnecessarily. Eventually, with ample support, children learn numerical order.

My child knows that a figure is a number, but he can't tell which number is which. He can't tell a "3" from a "6," for example. When will he learn to recognize numbers?

Number recognition is a fairly high-level skill very much like reading. Just as children learn to talk and use words long before they learn to read, so children learn to talk about numbers and about how much and how many long before they learn to recognize and reproduce actual numbers. Parents can help by pointing out numbers as they arise in everyday situations—page numbers, calendar numbers, house numbers. Eventually, when they are ready, children will begin to recognize numbers for themselves. Drilling your children in number recognition will probably do more to discourage children than to help them.

Math Workshop Displays: Setting the Scene

Math displays can highlight math as an everyday experience. The following displays set the workshop tone and help participants feel comfortable as they enter the room and see many familiar objects.

- Commercial and homemade math-related toys and games for young children—poster-board dominoes, sandpaper numerals, numeral- or dot-configuration cards, shape-lotto games, numeral-and-configuration matching cards, number puzzles, shape puzzles, lacing boards, peg boards, bead-stringing materials, sewing materials, dice-and-board games, clock faces, seriated sticks, balances, matching games, telephones, number wheels, calendars
- A sign that says the following: Materials for Math Around Your House; common household items—clothespins, measuring cups, spoons, measuring tapes, sticks, a place setting of forks and spoons, a cereal box, playing cards, dice, poker chips, a calendar, a T-square, a compass, a dress-hem marker, countable objects (acorns, spools, paper clips, dry beans, pieces of dry cereal, buttons, bottle caps, pennies, peanuts, safety pins, straws, popsicle sticks, stones, sticks, seed pods), containers for countable objects (egg cartons, muffin tins, sectioned dishes, egg poachers, six-pack beverage-can plastic rings, sets of small boxes)
- Children's books, poetry collections, song books, finger plays, and nursery rhymes that have math themes; a poster that asks parents to examine these materials for examples of numbers, counting, shapes, sizes, comparisons, measurement, growth, time, direction
- Sneakers, sweaters, jeans of different sizes; a sign with the following questions: Who would wear these? Which jeans go with which shoes? How many shoes do two people need? Who in your family wears the biggest clothes? The smallest clothes?
- Pictures illustrating math concepts; a sign with the following questions (for example): How many things can you find to count in these pictures? Which things are bigger? Smaller? Can you find one _____ for each person in this picture? Which _____ would be the lightest to carry? The heaviest to carry?

Choosing Workshop Activities

The following math workshop activities are arranged under three categories to correspond to the beginning, middle, and end of a math workshop:

Introducing Math (beginning)

Activity 1. *Numbers All Around Us*
Activity 2. *How Much? How Many?*
Activity 3. *Everyday Math Experiences*

Generating Ideas About Math (middle)

Activity 4. *One-to-One Correspondence: The Idea Behind Counting*
Activity 5. *Comparing Amounts*
Activity 6. *How Math Develops*
Activity 7. *Talking With Children About Numbers*

Taking Math Home (end)

Activity 8. The Three Bears *and Other Number Stories*
Activity 9. *A Mathematical Birthday*
Activity 10. *Making a Hanging Balance*
Activity 11. *Ways to Encourage Math at Home*

To plan a math workshop for parents, choose at least one beginning, one middle, and one ending activity. A form for recording your plans for the workshop is provided on page 206. If the following activities do not suit your particular parent group, change them so that they do, or make up new activities (using the forms on pages 200 and 201). In this book, record the changes you make, so you will have them for future reference.

Activity 1. *Numbers All Around Us*

Objectives

To identify numbers people encounter every day
To suggest ways parents can help make children aware of numbers

Materials

Newsprint pad
Two markers

Space Requirements

Space for participants to meet in a circle and in two groups

Approximate Length

15 minutes

Procedure

Beginning. Ask parents to divide themselves into two groups—an *indoor numbers* group and an *outdoor numbers* group. Ask each group to think of and list on a newsprint sheet all the numbers they see every day either indoors or outdoors (for example: indoors—telephone numbers; outdoors—speed limit numbers).

Middle. After each group has completed its list, ask group members to identify ways they could bring these everyday numbers to their children's attention.

End. Bring the two groups together. Ask each group to share its numbers and ways of pointing them out to children. Ask the following question: "Which comes first for children, recognition of numbers in general (that's a number) or recognition of specific numbers (that's a nine)?"

Activity 2. *How Much? How Many?*

Objective

To identify everyday math-related questions

Materials

Newsprint pad
Markers, one for every two participants

Space Requirements

Space for participants to meet in a circle

Approximate Length

15 minutes

Procedure

Beginning. Tell the whole group that they are dealing with math every time they encounter the questions, "How much?" and "How many?" Have participants form pairs by each turning to a neighboring person. Ask each pair to list on a newsprint sheet all the *how much* and *how many* questions they have asked themselves recently. For example, they might have asked themselves, "How many stamps do I need for these letters?" or "How much time do I have before the children get home from school?"

Middle. After about five minutes, have the pairs recall and list all the *how much* and *how many* questions their children have asked them recently.

End. Have each pair share with the group one adult and one child *how much* or *how many* question. Conclude by assuring parents that they are frequently doing math with their children—whenever there is a discussion of *how much* or *how many.*

Activity 3. *Everyday Math Experiences*

Objective

To recognize that math occurs in everyday situations

Materials

Your Child and Math, one for every two participants*
Newsprint pad, easel, marker

Space Requirements

Space for participants to meet in a circle

Approximate Length

15 minutes

Procedure

Beginning. Ask a participant to read aloud the window-box story on page 3 of *Your Child and Math.*

Middle. Ask each participant to turn to a neighboring person and discuss how planting a window-box is a math experience for Maria.

End. Ask each pair to tell the group one way window-box planting is a math experience. Write down each idea. If you feel some experiences have been overlooked, ask specific questions about the story. For example, ask how the question "Will we have lots of flowers, Mommy?" is related to math.

---

*If you do not have enough booklets, see page 3 for alternatives.

Activity 4. *One-to-One Correspondence: The Idea Behind Counting*

Objectives

To experience matching or one-to-one correspondence
To understand the relation between one-to-one correspondence and rote counting

Materials

At the first table: *Materials that fit together in one-to-one correspondence*—pegs and peg board; markers and tops; jars and lids; nuts and bolts; Chinese checkerboard and marbles; cups and saucers; a shirt with buttons and button holes; doll-house people and chairs; penny-collecting boards and pennies; boxes and lids; eggs and an egg carton; pans and lids

At the second table: *Loose materials that can be arranged in one-to-one correspondence*—Sets of blocks, doll-house people, doll-house furniture, toy animals, toy vehicles, stones, pegs, styrofoam bits, toothpicks, marbles, buttons, muffin tins, egg cartons, ice-cube trays

Space Requirements

Two tables or other work surfaces large enough to display materials and to accommodate participants working with materials

Approximate Length

20 minutes

Procedure

Beginning. Ask each participant to choose a partner and go to the first table of materials. You might say something like this: "On the table you'll see all kinds of things like jars, marbles, cups, and so forth. See how many things you and your partner can find that fit together, and then fit them together."

Middle. After five minutes or so, have them stop and ask them to describe what they have been doing. Summarize with a statement like this: "You've been matching each thing together with its mate. For example, you've been fitting one marble into each hole." Next, have pairs go to the second set of materials and ask them to make up their own matches.

End. After five minutes or so, have pairs describe to the whole group what they have done. Then ask the following questions:

Who has seen children match things together as they play?
What matches have they made?
How does matching by putting one animal on each block, for example, relate to counting, which is matching one number name to each object?
Which do children do first—fit one peg into each peg-board hole, or match one number name to each object they are counting? Why?

Generating Ideas About Math

Activity 5. *Comparing Amounts*

Objectives

To compare amounts, using the terms children use—*more, less, fewer, the same*
To understand comparing amounts as a mathematical experience

Materials

At the first table: *Continuous materials* that can be measured and poured from one container to another but cannot be broken down into countable parts—water, flour, sand, salt—and containers for filling and emptying
At the second table: *Discontinuous materials* that can be lined up and counted—beads, blocks, cars, dolls, buttons (See Activity 4, Materials, At the second table, page 190)

Space Requirements

Two tables or other work surfaces large enough to display materials and accommodate participants working with materials

Approximate Length

20 minutes

Procedure

Beginning. Ask participants to form pairs. Have half of the pairs use materials at one table and half use materials at the other table. Have them ask each other to compare amounts of objects, asking *how much* or *how many* and using the terms *more, less,* and *the same.*

Middle. Ask pairs to switch tables and ask the same questions of each other. Circulate and make mental notes of the language you hear.

End. Bring participants back together and ask the following questions:

How were the materials at the two tables different?
Were the types of questions and answers the same for each set of materials?
Can you think of any situations where your child is involved in similar activities?
How are these materials and questions related to math?

Summarize by restating that comparing how much and how many is what math is all about for three- and four-year-old children.

Generating Ideas About Math

Activity 6. *How Math Develops*

Objectives

To show that children's thinking about math changes as they grow older
To discuss appropriate math activities for young children

Materials

At the first table: Four index cards containing Math Problem 1 (page 202); four sets each of five counting bears or doll-house people, and five counting cubes or small blocks
At the second table: Four index cards containing Math Problem 2 (page 202); four sets of twenty counting cubes or small blocks
At the third table: Four index cards containing Math Problem 3 (page 202); pencils and paper
At the fourth table: Four index cards containing Math Problem 4 (page 202); pencils and paper
Newsprint pad, easel, marker

Space Requirements

Space for four tables, one for each math problem, and space to meet in a circle

Approximate Length

30 minutes

Procedure

Beginning. Have participants form pairs. Have each pair start at one of the four tables, do the math problem, and go on to another table, until they have done all four math problems.

Middle. Bring participants together. Ask the following questions:

Which problem was hardest? Why?
Which was easiest?
Do you think preschool children could do all these problems? Why or why not?
What age child could do each problem?

End. Ask each participant to turn to a person next to him or her and together think of one thing their children might do with cubes and bears. List these ideas on the newsprint pad and discuss how matching bears to cubes helps children learn about math.

Generating Ideas About Math

Activity 7. *Talking With Children About Numbers*

Objectives

To focus on the relationship between math and language
To generate ways to include math in everyday conversations with children

Materials

Math Situations to Rewrite (page 203), one copy for every two participants
Pencils, one for each pair
Newsprint pad, easel, marker

Space Requirements

Space for participants to meet in a circle and in pairs

Approximate Length

30 minutes

Procedure

Beginning. Ask participants to list as many words as they can think of that are related to math. Have someone write them on the newsprint pad. You might anticipate the following words:

same
different
all
some
none
nothing
something
many
few
empty
half full
half empty
full (-er, -est)
fast (-er, -est)
slow (-er, -est)
heavy (-ier, -iest)
light (-er, -est)
dark (-er, -est)
near (-er, -est)
close (-er, -est)

deep (-er, -est)
shallow (-er, -est)
new (-er, -est)
young (-er, -est)
warm (-er, -est)
cool (-er, -est)
cold (-er, -est)
hot (-er, -est)
thick (-er, -est)
thin (-er, -est)
wide (-er, -est)
narrow (-er, -est)
short (-er, -est)
long (-er, -est)
tall (-er, -est)
small (-er, -est)
little (-er, -est)
big (-er, -est)
enough
more

less
least
zero
one, two (etc.)
today
yesterday
tomorrow
day
night
problem
puzzle
circle
square
triangle
rectangle
form
middle
medium
top
bottom

[illegible]
off
in
out
under
over
beside
inside
outside
before
after
next
front
back
side
across
behind
line
size
shape

group
set
bunch
lots
float
sink
rhythm
pattern
weight
height
temperature
up
sideways
later
minute

when
how
where
last
first, second (etc.)
then
now
soon
never
once
twice
sometime
number
numeral
count

total
sum
add
subtract
multiply
divide
take away
cup
teaspoon
tablespoon
hour
second
whole
part
straight

calendar
clock
pair
money
penny
dime
nickel
quarter
dollar
foot
inch
yard
gallon
quart
mile

Ask the following question: "Which words do children seem to learn first?" As you discuss math-related words, you might want to point out the following:

What, where, who, are likely to come before *when, how, why.*
Description is likely to come before *comparison: big* before *bigger.*
More is likely to be used before *less.*
Comparison of two items (*big, small*) is well established before a middle quality or quantity is distinguished (*big, bigger, biggest,* or *big, medium, small*).
Numbering and counting with cardinal numbers (*one, two, three*) is likely to come before sequencing and ordering with ordinal numbers (*first, second, third*).
Shape names, part-whole references (*some, piece*) and space words (*under, over*) are likely to come before words that distinguish more complex mathematical characteristics of measurements (*take away, inch*).
Words indicating amount, length, weight, temperature (*some, long, heavy, cold*) come before words indicating time (*yesterday, tomorrow*).
Children confuse time words (*yesterday, tomorrow, days of week*). These confusions are normal in young children. They will be corrected through experience.

Middle. Hand out *Math Situations to Rewrite* and ask participants to form pairs to rewrite them. Before they start, you may want to go through one situation as a group to give an example.

End. Bring participants together and ask a few volunteers to read their revised conversations. Ask if anyone wants to add new words to the list.

Taking Math Home

Activity 8. The Three Bears *and Other Number Stories*

Objective

To explore math concepts included in children's books

Materials

A variety of storybooks that include math concepts (*The Three Bears, The Three Little Pigs, The Three Billy Goats Gruff*)

Space Requirements

Space for participants to meet in a circle and in groups of three to five

Approximate Length

30 minutes

Procedure

Beginning. Read one of the storybooks and ask participants to note the math concepts it includes. Discuss the math concepts participants noticed. For example, *The Three Bears* includes counting to three, one-to-one correspondence, and seriation. Each bear has his or her own bowl, chair, and bed. These items decrease in temperature, size, and degree of hardness. The story also includes references to speed and distance.

Middle. Have participants meet in groups of three to five people. Give each group a story to read and analyze for math references.

End. Meet as a large group and discuss the stories. Talk about how participants might reinforce the math concepts through questions or other activities. Suggest that they might want to help their children make up a "threes" story like "The Three Robots," "The Three Little Bunnies," "The Three Monsters."

Activity 9. *A Mathematical Birthday*

Objectives

To develop ideas for including math experiences as part of a birthday
To emphasize children's personal numbers—age, birthdate, family position (oldest, middle, second, youngest)

Materials

Pencil and paper for each group of three to five participants

Space Requirements

Space for participants to meet in a circle and in groups of three to five

Approximate Length

20 minutes

Procedure

Beginning. Ask participants to think about a birthday celebration with their child and what would be important to the child about his or her birthday.

Middle. Ask participants to divide into groups of three to five and make a list of all the math concepts that might occur in relation to a birthday. Concepts and ideas might include the following:

Keeping track of age. How old was the child and how old will the child be on the birthday? What does change in age mean to a child? Why are birthdays celebrated?

The calendar. How many days until the birthday? Which day is it?

Counting objects. How many candles on the cake? How many servings of birthday cake?

Birthday table setting. This activity uses one-to-one matching: How many chairs, plates, cups, napkins, spoons, forks, for each person to have one of each?

The birthday cake. This includes size, shape, recipe for cake and icing, how much icing covers a cake, number of candles, and the spacing of them on the cake. Cake will be served in portions, one for each person, in a one-to-one correspondence.

End. Bring participants back together and compare lists. Think of other special occasions when children might practice math.

Activity 10. *Making a Hanging Balance*

Objectives

To give participants an experience with numerical balance and equivalence
To make a hanging balance to take home
To develop ways to use the balance with young children

Materials

Newsprint pad, easel, marker
Wire coat hangers
String, paper clips, hooks
Scissors, hole punch
Many pairs of identical containers: paper cups, plastic lids, margarine tubs, paper bowls, cottage cheese or yogurt containers, small boxes, cut-off milk cartons
Counters: beans, acorns, spools, bottle caps, poker chips, corks
Making a Hanging Balance (page 204), one copy for each participant

Space Requirements

Space for participants to meet in a circle and table space for everyone to make a hanging balance

Approximate Length

30 minutes

Procedure

Beginning. Introduce the idea that one way children learn math concepts is by comparing number and amount. One way to compare number and amount is with a hanging balance. Hand out Making a Hanging Balance and ask each participant to make one to take home.

Middle. After they have made their balances, ask parents to form pairs and experiment with their balances. As one partner uses the balance, the other partner should ask questions about *how much* and *how many.* Have them keep track of the questions and math concepts they consider.

End. As a large group, list all the math concepts a child could consider when playing with a hanging balance. Also, make a list of appropriate questions to ask children while they are using the hanging balance.

Activity 11. *Ways to Encourage Math at Home*

Objective

To develop ways to encourage math at home

Materials

Opportunities for Math at Home (page 205), one copy for each small group

Space Requirements

Space for participants to meet in a circle and in three groups

Approximate Length

30 minutes

Procedure

Beginning. Read the first example from Opportunites for Math at Home and answer the questions together as a group.

Middle. Have participants divide into three groups. Give each group a copy of Opportunities for Math at Home and assign one of the remaining examples to each group.

End. Meet as a large group and discuss each group's questions. Let participants know that you will make copies of their lists and distribute them to all parents (if that is possible).

Math

Activity 12.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

Middle.

End.

Math

Activity 13.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

Middle.

End.

Math Workshop Handouts

Math Problems

1. Pretend each block is a TV set. Match one bear or doll-house person with each TV set.

2. Make a flat structure with five blocks in the bottom row, four blocks in the next row, three blocks in the next row, two blocks in the next row, and one block in the last row. How many blocks do you have altogether?

3. Using just a paper and pencil, figure out how many blocks a pyramid structure would have if there were eight blocks in the bottom row, seven blocks in the next row, six blocks in the next row, five blocks in the next row, four blocks in the next row, three blocks in the next row, two blocks in the next row, and one block in the last row.

4. Using a formula, try to figure out the following: A pyramid of blocks is made by laying down a row of 30 blocks, then putting a row of 29 on next, and so on, finishing with a row of only one block. If n is the number of blocks in the bottom row, you can find the number of blocks in the finished structure by multiplying n by $n + 1$, and dividing the answer by 2. How many blocks would the finished structure have?

Math Situations to Rewrite

1. Meredith and her mother are leaving for school in five minutes. Before they go, Meredith needs to put her cereal bowl in the sink and put on her coat. Her mother says, "Get ready. We've got to go."

   Rewrite what Meredith's mother says and include math ideas.

2. Anton is getting ready to go outside. He can't find his mittens which are in the bottom drawer of the big dresser in the hall next to the closet. He asks his mother for them. She says, "They're in the dresser."

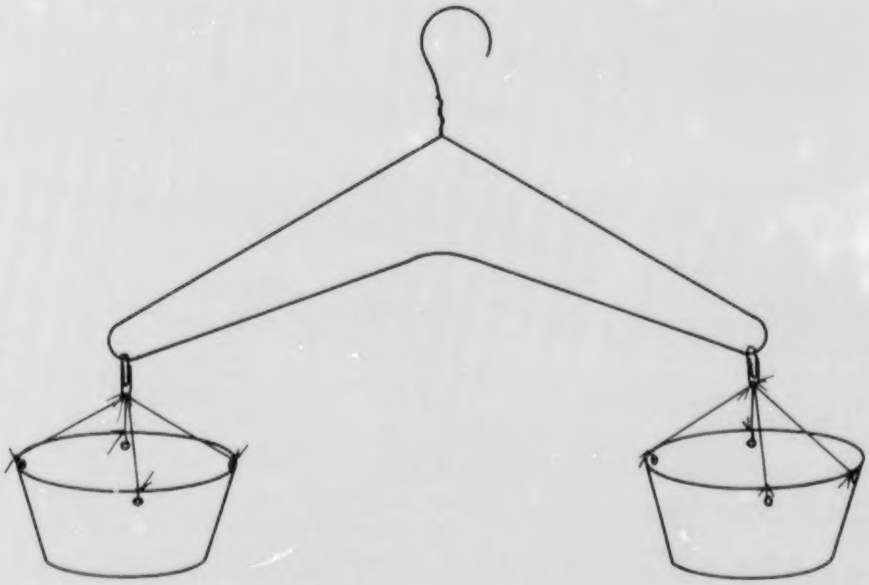
   Rewrite what Anton's mother says and include math ideas.

3. Teresa is riding in the car with her family on her way to visit her cousins. She's very excited, and every few minutes she asks, "How much longer is it, Daddy? Are we almost there yet?"

   Her father finally says, "No, we're not almost there yet, and quit asking me that."

   What else could Teresa's father have said? What kinds of math-related games could he have suggested that would have kept Teresa busy and helped her know how much farther it was?

Making a Hanging Balance



You can make a hanging balance from a wire coat hanger and two identical pans, bowls, or boxes.

1. Bend the coat hanger as shown in the picture.
2. Punch four holes equally spaced around the top of the pan.
3. Take four strings of equal length and tie one to each hole.
4. Attach the other ends of the strings to the coat hanger with hooks or unbent paper clips.

Opportunities for Math at Home

1. Talk to your child about important math facts about the family. How can you help your child think about the number of family members; everyone's ages; who's oldest, youngest, tallest, shortest? How can you help children compare family members' schedules and understand the routine of the day?

2. Many familiar objects can be used to encourage math concepts. For example, think about a car. What is the license number? How many people fit in each seat? How many seats are there? How many keys? Where does each key fit? How many doors are there? How big are they? How many wheels? How much gas does it hold? (Watch the numbers go by in sequence on the pump.) What do the gauges tell you?

   List some other household objects that encourge math thinking. What questions might you ask about them?

3. Talk to your child about how there is one button for each buttonhole, one key for each lock, one shoe for each foot. Ask your child to set the table with one spoon for each person. Count when you have letters to stamp. "We need six stamps for six letters. Let's count."

   What are some other things around your house that you can ask your child to sort, match, order, and count?

4. Tell your child what you are doing while you work around the house. Tell your child how you figure things out like where to put the chair while you sweep under it and how many nails you will need to fix the shelf. When you ask your child to do something for you, be as specific as possible: "Please bring me the little scrub brush that is under the sink, next to the green sponge." Plan your time out loud: "First, we will stop at the gas station. Second, we will go to the store. Third, we'll mail the letter. Then do you think we should stop at Lucy's house?"

   Comment on numbers and what they mean: "This margarine weighs one pound. It says it contains four quarters. Let's count. One. Two. Three. Four. A quarter means each of these sticks is one fourth of a pound. Now, you stack them up to fit back into the box."

   When are some other times you might include math in your conversation? What might you say or ask?

Math Workshop Planning Form

Date & Time ______________________________

Location ______________________________

Objectives ______________________________

Activities	**Materials**
Display(s)	
Introducing the topic	
Generating ideas about the topic	
Taking it home	

Additional Planning Notes

Math Workshop Evaluation Form

Displays

Did participants respond positively to the displays? Why or why not?

Activities

What were the strengths and weaknesses of each activity?

Activity	*Strengths*	*Weaknesses*

Conclusion

Did the workshop end satisfactorily? Why or why not?

Concerns

List particular participant concerns that should be incorporated into the next workshop or followed up in some other way.

Modifications

For each item below, note any suggestions that would enable the next workshop to run more smoothly.

Publicity

Special invitations

Building/meeting room

Transportation

Child care

Materials/supplies

Refreshments

Other Comments

8 Your Child and Science

What Science Workshops Can Achieve

Science is a part of our lives. We rely on science every day when we turn on a lamp, drive a car, cook, clean, fix a leaky faucet. Science is a way of understanding the physical world through questioning, predicting, testing, and observing.

Science workshops can help parents see that science is more than facts about the weather, seasonal changes, nutrition, speed, time. Science also involves processes and relationships.

Science workshops can help parents see that opportunities to involve children in science are all around. Parents can help their children notice things, ask questions, try out answers.

Science workshops can help parents see that science activities help children learn skills related to reading, writing, math, problem solving, social studies, geography and all the other subjects they will encounter in school and throughout their lives.

Questions Parents Often Raise About Science

My child is only four years old. Isn't that a little young to begin learning science?

Four-year-old children are too young to learn the chemical formula for water or the difference between electrons and protons, but they are the right age to explore, question, predict, try out, and be curious about how the physical world works.

My child will probably not grow up to be a scientist. Why should he learn about science?

You never can tell what a person will do given encouragement and science-related opportunities, but even if your child does not become a scientist, the skills learned from science activities will help in many different subjects. *Your Child and Science* (page 6) lists the abilities science can foster: "patience and persistance, inquiry, respect for honest evidence, open-mindedness, resourcefulness, self reliance, and respect for another person's opinion." If children can gain these abilities, they will be ready to succeed in many aspects of school, not just in science.

How can I help my child learn about science?

Junior- and senior-high-school science often demands a great deal of memorizing of facts like the Latin names for trees and flowers. The focus of science at the preschool level, however, is not memorizing facts but having fun with the physical environment. Parents can help by encouraging their children to ask questions and explore, by providing materials and experiences that interest children, and by supporting childrens' ideas and discoveries.

I live in the city where there aren't forests, farms, rivers, and animals. How can I help my child learn science?

Science involves wonder and awe as well as facts and particular knowledge. Certainly, children learn from exploring the countryside and seeing animals, but children also learn from helping hang the wash on the clothesline, seeing how the pulley works, watching the butcher at the meat market, identifying sounds and smells, helping cook, and playing with bathtub toys. All children can have science-related experiences that encourage them to explore and question.

Science Workshop Displays: Setting the Scene

Displays that invite experimentation and arouse curiosity will help participants understand that science involves asking questions and testing out ideas. Here are some displays you might consider for your science workshop.

- A tub of water and objects to sink or float, like a plastic boat, a heavy cast-iron boat, a block of wood, a marble, a film can, paper clips, a sponge, with this caption: Find the things that sink and the things that float. Get your hands wet!
- A freshly-dug square foot of earth in a cardboard box or on a piece of plastic, and a sign with this question: How many different plants, animals, and soils can you find?
- A large mixing bowl in which you have combined two cups of corn starch with one and one-half cups of water, and a sign with these questions: Feel it. What happens when you squeeze it? What happens when you open your hand again? Why?
- Some dry cell batteries, insulated wires, and flashlight bulbs, and a sign with this question: Can you make the bulb light up?
- Just before the workshop, make a dish of soap bubbles labeled with the

following sign: Why are the soap bubbles different colors? What happens when you blow on them? Why?

- A clear plastic container of white flour, a container of sugar, a container of salt, a container of baking soda, a container of baking powder, a container of water, a container of vinegar, a number of empty mixing bowls and spoons, and these instructions: Find out everything you can about these common cooking ingredients. Do they look alike? Feel the same? Taste the same? What happens when you add the liquids?
- Six coffee cans or margarine tubs with holes in the lids, labeled with this question: Can you tell, without looking, what's inside these cans? (Each tub or can should contain one of the following: chopped onions, lemon slices, cinnamon, ground coffee, pine needles.)
- A collection of science-related storybooks or magazines:
  Gilberto and the Wind by Marie Hall Ets
  Fish Is Fish by Leo Lionni
  The Carrot Seed by Ruth Krauss
  Mickey's Magnet by Ruth Krauss
  The Very Hungry Caterpillar by Eric Carle
  The Grouchy Ladybug by Eric Carle
  Chickadee magazine
  National Geographic World magazine
- Make a rubbing of a paper clip by putting the paper clip on a hard surface, putting a piece of white paper over the paper clip, and drawing with a crayon or soft-leaded pencil back and forth on the paper over the clip. Soon an impression, or rubbing, of the clip will emerge. Other objects of which to make rubbings include leaves, tree bark, scissors, a safety pin, the end of a spatula, a ruler, a table knife, sandpaper, cloth scraps, carpet scraps, an embossed greeting card, stamps, treads of boots, candy wrappers, a netted bag for potatoes or onions, a cork, coins, sponges, wood shavings, washers, buttons, collar stays. Randomly arrange the rubbings and the objects. Post this question: Can you match the object with its rubbing?

Choosing Workshop Activities

The following workshop activities are arranged under three categories to correspond to the beginning, middle, and end of a science workshop:

Introducing Science (beginning)

Activity 1. *Learning Through Discovery*
Activity 2. *Identifying Common Cooking Powders*
Activity 3. *Defining Science*
Activity 4. *How Young Children Explain Things in Nature*

Generating Ideas About Science (middle)

Activity 5. *How Children Learn About Science*
Activity 6. *Materials and Activities That Encourage Science*
Activity 7. *Everyday Science Situations*

Taking Science Home (end)

Activity 8. *Science at Home*
Activity 9. *Trips That Teach Science*
Activity 10. *Growing Sprouts*

To plan a science workshop for parents, choose at least one beginning, one middle, and one ending activity. A form for recording your plans for the workshop is provided on page 240. If the following activities do not suit your particular parent group, change them so that they do, or make up new activities (using the forms on pages 226 and 227). In this book, record the changes you make, so you will have them for future reference.

Introducing Science

Activity 1. *Learning Through Discovery*

Objective

To involve participants in learning by discovery

Materials

Whole roasted peanuts, pinecones, a bicycle pump, some corkscrews
Newsprint pad, easel, marker

Space Requirements

Table space for each participant

Approximate Length

20 minutes

Procedure

Beginning. Introduce the activity by saying that young children learn about science by exploring things, using their five senses—sight, hearing, smell, taste, and touch. Ask participants to form pairs. Each pair may then choose one of the objects on the table to explore.

Middle. As pairs are exploring their objects, ask them the following questions:

> How does it sound? Smell? Taste? Feel?
> What does it look like? Does it have any moving parts?
> What do they do?
> What could you use it for? What else could you use it for?

End. As a total group, make a list of all the things participants discovered about peanuts, pinecones, bicycle pumps, corkscrews, and whatever else you gave them. To summarize, say something like this:

> "Exploring objects helps young children become good observers of the world around them. Observations about objects form the basis for all scientific work. Helping children see and describe things helps them understand the physical world and gives them tools they will use for the rest of their lives."

Activity 2. *Identifying Common Cooking Powders*

Objectives

To involve participants in a science experiment
To define science

Materials

Separate dishes of salt (labeled A), baking soda (labeled B), cornstarch (labeled C), water, and vinegar, one dish of each for every group of three to five participants
Empty dishes for mixing, several for each small group
Your Child and Science
Newsprint pad, easel, marker
Paper and pencil for each small group

Space Requirements

Space for participants to meet in a circle and at tables in groups of three to five

Approximate Length

30 minutes

Procedure

Beginning. Read aloud *Your Child and Science*, page 5. Discuss the way the book defines science. Introduce the activity by saying something like this: "Now, we're all going to be scientists. Our job is to find out as much as we can about these common cooking powders."

Middle. Divide into groups of three to five people. Give each group a set of the three powders, water, and vinegar. Also give them paper and pencils to record what they find out. Move from group to group, asking how each powder feels, tastes, and smells, and what happens when water is added to it and when vinegar is added to it.

End. Have groups come back together in a circle. Starting with powder A, on the newsprint pad list the properties they discovered and questions to which they found answers. Do the same with powders B and C. Talk about how you might simplify this activity for preschoolers by having only one or two powders to explore. Ask the following questions:

> How would you do this activity with your own child? (For example, explore one powder at a time, write down the child's observations)
> How is this a science activity? (Refer to *Your Child and Science*, page 5.)
> What is science?

Introducing Science

Activity 3. *Defining Science*

Objectives

To encourage participants to remember their early science experiences
To define science

Materials

Newsprint pad, easel, markers
Your Child and Science, one copy for each participant*

Space Requirements

Space for participants to meet in a circle and in pairs

Approximate Length

20 minutes

Procedure

Beginning. Ask participants to recall their early science experiences. You may need to nudge their memories by listing some of the science topics they might have been taught like weather, clouds, seasons, animals, birds, plants, rocks, food, gravity, electricity. Ask them to share these memories with a neighbor. As pairs are talking, write the following on the newsprint pad: Based on my early experiences, for me science is . . . After about five minutes, ask participants to complete the sentence. Write their words and phrases on the newsprint pad.

Middle. Pass out copies of *Your Child and Science* to participants, asking them to take a few minutes to look at the booklet to see how it defines science. Ask them to look carefully at page 5. As they are doing this, write the following on a second piece of newsprint paper: Based on *Your Child and Science*, science is. . . . Again, ask participants to complete the sentence as you write down their words and phrases.

End. As a group, compare the two lists. Decide how they are the same, how they are different, and why.

---

*If you do not have enough booklets, see page 3 for alternatives.

Introducing Science

Activity 4. *How Young Children Explain Things in Nature*

Objective

To discuss ways young children explain abstract concepts

Materials

Children's Explanations of Nature (page 228), one copy for every two participants

Space Requirements

Space for participants to meet in a circle

Approximate Length

15 to 20 minutes

Procedure

Beginning. Begin the discussion by saying that children understand the natural world differently from adults, but their explanations are based on what they know and understand. Pass out Children's Explanations of Nature. Read aloud the first conversation and give a brief statement about it that might go something like this:

> "This young child's explanation of snow is based on his or her observation of snow coming down from the sky. The first part of the explanation is correct. The second sentence, 'They just have it in there,' is also right but is incomplete by adult standards. Young children have no way of knowing about or imagining something as abstract as moisture, which when cooled to a certain temperature, changes from a gas to a liquid (rain), and finally to a crystal (snow)."

Read the next conversation aloud and ask for ideas on which the child was basing his or her explanation. Repeat this process with the remaining conversations.

Middle. Ask each participant to turn to a neighbor, so they can share their childrens' explanations of nature.

End. Close the activity with a discussion of the following: When young children offer their own explanations of things in nature, how should we as parents respond? Should we accept their explanations? Offer a more complete adult explanation? Find books to read to the child about the subject? Do a combination of these things?

Activity 5. *How Children Learn About Science*

Objectives

To consider ways children learn about science
To discuss parts of *Your Child and Science*

Materials

Your Child and Science, one copy for every two participants*
Newsprint pad, easel, markers
Learning About Science Around Home (page 229), one copy for each small group
Pencils or pens

Space Requirements

Space for participants to meet in a circle and in groups of three or four

Approximate Length

30 minutes

Procedure

Beginning. Pass out *Your Child and Science*. Read page 3 aloud and ask the following questions:

> How did Marti's mother help Marti learn science?
> What would have happened if her mother had said, "Don't play in the water, Marti. I'm trying to do dishes. You'll just make a mess"?

Middle. Divide into discussion groups of three to four people each. Assign each group two pictures from *Your Child and Science*. Make sure to assign each group a photograph that includes a parent. Give each group a copy of Learning About Science Around Home and a pencil or pen and have them follow the directions.

End. When everyone is finished, bring participants back to the circle. Have the groups share their lists while you write them on the newsprint pad. Point out how many things children can learn from the everyday objects. Have groups read their conversations.

---

*If you do not have enough booklets, see page 3 for alternatives.

Generating Ideas About Science

Activity 6. *Materials and Activities That Encourage Science*

Objective

To explore the display materials and activities
To identify what children could learn from them

Materials

The materials listed in the first seven displays (page 212)
Learning About Science From Common Materials (page 230), one copy for each small group
Your Child and Science
Newsprint pad, easel, marker
Pencils or pens

Space Requirements

Space for participants to meet in a circle and table space for small groups to explore display materials

Approximate Length

30 to 40 minutes

Procedure

Beginning. Read aloud page 5 of *Your Child and Science.* Ask participants to take this general definition of science and see how it applies to a specific activity. Divide participants among the seven displays. Pass out pencils or pens and Learning About Science From Common Materials. Have each group follow the directions on the handout.

Middle. Circulate, giving support and encouragement as needed.

End. Bring participants back together and discuss the activity. Make a list on the newsprint pad of everything children might do and learn from the materials.

Generating Ideas About Science

Activity 7. *Everyday Science Situations*

Objectives

To discuss how children's everyday activities help them with science
To consider ways to talk to children about scientific activities

Materials

Everyday Science Situations (page 231), four copies
Newsprint pad, easel, marker

Space Requirements

Space for participants to meet in a circle and in four small groups

Approximate Length

30 minutes

Procedure

Beginning. Introduce the activity by saying that there are many everyday activities from which children can learn science concepts.

Middle. Divide participants into four groups. Give each group Everyday Science Situations and assign each group a situation to discuss. Circulate, giving support and encouragement as needed.

End. Bring the four groups back together. Read aloud each situation and have the appropriate group present their responses. Make a list of all the science concepts and skills mentioned. Also list the approaches used by parents.

Activity 8. *Science at Home*

Objective

To discuss ways to provide science activities at home

Materials

Your Child and Science
Two newsprint pads, easels, markers

Space Requirements

Space for participants to meet in a circle and in groups of three to five

Approximate Length

30 to 40 minutes

Procedure

Beginning. Read aloud pages 10 and 11 of *Your Child and Science*. Ask how the children learn science from these activities.

Middle. Divide participants into groups of three to five. Have each group list on a newsprint pad common household objects that could encourage and provide science experiences for their children.

End. Bring participants back together and make a master list of science-related household objects. Ask parents to plan to do a science activity with their children the next day.

Taking Science Home

Activity 9. *Trips That Teach Science*

Objectives

To relate everyday trips to learning about science
To develop a list of local trips parents can take with their children

Materials

Your Child and Science
Everyday Science Trips (Groups 1-4) (pages 233, 234, 235, 236)
Four pencils

Space Requirements

Space for participants to meet in a circle and in four groups

Approximate Length

30 minutes

Procedure

Beginning. Read aloud page 12 of *Your Child and Science.* Ask the participants the following question from the booklet: "What kinds of science experiences could you have together at the gas station?"

Middle. Have participants form four discussion groups to consider other science-related trips. Give each group a pencil and a copy of one of the Everyday Science Trips.

End. Meet together as a large group and share ideas. Ask every participant to plan to turn one everyday trip into a science trip before the end of the week.

Taking Science Home

Activity 10. *Growing Sprouts*

Objectives

To discuss a science activity parents can do with their children
To list other appropriate science activities

Materials

A sprouted sweet potato and enough sweet potatoes, clear cups or jars, and plastic toothpicks for everyone to take home
A sprouted bean (lima, pinto, kidney) and enough beans, paper towels, and plastic bags for everyone to take home
Some sprouted alfalfa seeds and enough jars, cheesecloth covers, and alfalfa seeds for everyone to take home
Sprouting Sweet Potatoes (page 237), one copy for each participant
Sprouting Beans (page 238), one for each participant
Sprouting Alfalfa Seeds (page 239), one for each participant

Space Requirements

Space to meet in a circle and in groups of three to five

Approximate Length

20 to 30 minutes

Procedure

Beginning. Show the participants your sweet potato, bean, and alfalfa sprouts. Pass out Sprouting Sweet Potatoes, Sprouting Beans, and Sprouting Alfalfa Seeds. Discuss the relationship of plants to science. You might say something like this:

> "As children watch seeds and potatoes sprout, they can make observations about how things change over time. They can predict what might happen next and how big the sprouts might be the next day. Watching plants grow helps children observe, describe, and predict change."

Middle. Divide participants into discussion groups of three to five. Ask each group these questions to help them plan how they might use the instructions and materials with their children:

> Would you grow all three and compare their growth, or just grow one at a time?
> How could you help your children keep track of how much the plants grow?
> How would you make picture instructions for the alfalfa sprouts?

End. Bring groups back together to share their ideas. Ask them what other science-related activities they might do with their children. Some activities that might be suggested are making a terrarium in a big glass jar; making a rock collection; putting together a fish bowl; collecting leaves; helping to cook; freezing things; watching things melt; collecting shells; recycling bottles, cans, and newspapers.

Science

Activity 11.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

Middle

End.

Science
Activity 12.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

Middle

End.

Science Workshop Handouts

Children's Explanations of Nature

1. Adult: Where does snow come from?
   Child: It comes from clouds. They just have it in there.

2. Adult: Where does the moon come from?
   Child: It comes from a man. He threw it up there like a basketball.

3. Adult: Where does the sun come from?
   Child: It comes from the sea. It rises up in the morning because it has to. The sun has light and it's in the sea because it has to rise in the morning.

4. Adult: Where does wind come from?
   Child: The trees make it when they move.

Learning About Science Around Home

1. What do you think the children in your photographs might be learning about science? Make a list to share later with the whole group.

2. What might the parents and children be saying to each other in one of your photographs? Write down a conversation they could be having.

Learning About Science From Common Materials

1. Be scientists yourselves. Explore. Experiment. Find out everything you can about your materials.

2. List all the things you think your children would do with these materials.

3. What might children learn from experimenting with these materials?

Everyday Science Situations

1. Sarah is trying to make a car. She nails a wooden spool into a rectangular piece of wood. Then she nails another spool across from the first and tries to roll her car. The spools do not move. After trying to roll her car again, she picks it up and stares at the bottom. She tries to turn the spool with her fingers. It does not move. She pounds it with the hammer, but it still will not move.

   What science concepts or skills is Sarah learning? How could you help her solve her problem without *telling* her what to do?

2. While Darryl and his father are walking to a friend's house, Darryl picks up a long stick. He hits tree branches with it and watches the leaves fall off. Then he runs it through a pile of leaves and sees them get picked up by the wind. He plops the end of the stick into a puddle. Water splashes up. At the next puddle, he stomps his foot in the water.

   What science concepts or skills is Darryl learning? What might his father be saying on their walk?

3. Linda's mother is giving her a bath. She just washed Linda's face. "Ooh, Mommy, why does it always feel so cold when you take the washrag away?"

   "That's what happens when the water dries up. Let me wash that dirty neck of yours. What other parts of your body need washing?" Linda names them as her mother helps her wash each one. Her mother gets up and says. "You play while I go get the towel. There aren't any in the closet."

   Linda takes the washrag and catches air in it. She pushes it under the water and watches the bubbles come up. Then she squeezes the water out of the washrag into a little plastic boat. It sinks. She fishes out the boat and tries again.

   What science concepts or skills is Linda learning? What does her mother do to help?

4. Reggie and his dad are making lemonade. His father says, "Here, Reggie, fill up one of these measuring cups with sugar, and then pour it into this bowl with a little hot water."

   While Reggie measures out the sugar, he asks, "Daddy, how come we use hot water? I like cold lemonade."

   "Watch what happens to the sugar in the hot water, Reg."

   "It melts."

   "If we used all cold water, it wouldn't melt so fast. Here, I've finished squeezing lemons. You want to taste it before we pour it in?"

   Reggie tastes. "Ooh, Daddy, that makes my mouth dry up."

   "Sour, huh? Well, let's put in the sugar water. That will sweeten it up. Here, pour in the water. Now stir it up." Reggie stirs for a while. "Do you think it's cold enough now, Reggie?"

"I'm really hot, Dad. I want it *cold*!"

"What should we put in then?"

"Ice cubes."

What science concepts or skills is Reggie learning? How does his father help?

Everyday Science Trips (Group 1)

Make a list of all the science experiences you could have with your child on each of these trips mentioned in *Your Child and Science*. Then add two everyday trips of your own.

1. At the drugstore

2. Watching a train

3. Taking a walk in the rain

4.

5.

Everyday Science Trips (Group 2)

Make a list of all the science experiences you could have with your child on each of these trips mentioned in *Your Child and Science*. Then add two everyday trips of your own.

1. At the laundromat

2. Walking through the leaves

3. At the bus station

4.

5.

Everyday Science Trips (Group 3)

Make a list of all the science experiences you could have with your child on each of these trips mentioned in *Your Child and Science*. Then add two everyday trips of your own.

1. Riding through traffic

2. At the airport

3. Walking through the woods

4.

5.

Everyday Science Trips (Group 4)

Make a list of all the science experiences you could have with your child on each of these trips mentioned in *Your Child and Science*. Then add two everyday trips of your own.

1. Walking by a factory

2. At the park

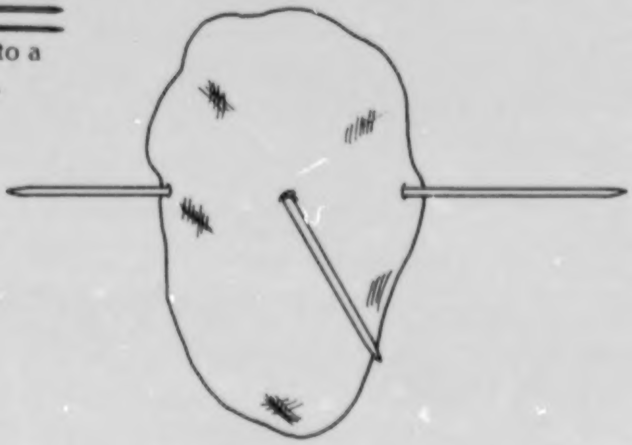
3. At the zoo

4.

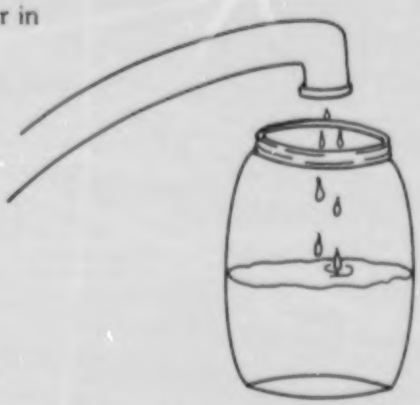
5.

Sprouting Sweet Potatoes

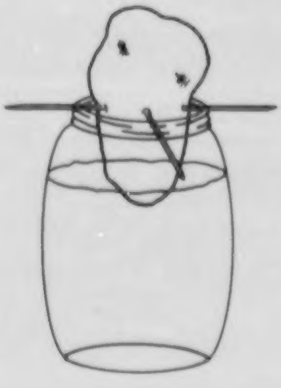
1. Stick three toothpicks into a sweet potato.



2. Put water in the jar.

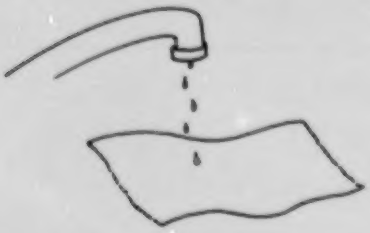


3. Put the sweet potato into the jar.

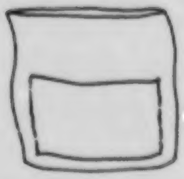


Sprouting Beans

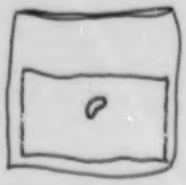
1. Put water on the paper towel.



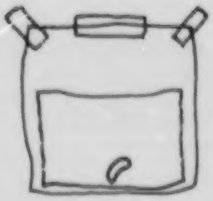
2. Put the paper towel in the plastic bag.



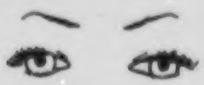
3. Put the bean in the plastic bag.



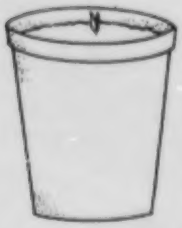
4. Tape the plastic bag to the wall.



5. Watch the bean grow for five days.



6. Plant the bean in a paper cup filled with soil.



Sprouting Alfalfa Seeds

1. Soak the seeds in water for eight hours in a jar covered with cheesecloth. A rubber band works well to hold the cheesecloth in place.
2. Pour off the water and store the seeds in a dark place.
3. Rinse the seeds twice a day for three days.
4. Put the seeds in the sun for one day.
5. Keep the sprouted seeds in the refrigerator. Eat them on salads and sandwiches.

Science Workshop Planning Form

Date & Time ________________________________

Location ________________________________

Objectives ________________________________

Activities	**Materials**
Display(s)	
Introducing the topic	
Generating ideas about the topic	
Taking it home	

Additional Planning Notes

Science Workshop Evaluation Form

Displays

Did participants respond positively to the displays? Why or why not?

Activities

What were the strengths and weaknesses of each activity?

Activity	*Strengths*	*Weaknesses*

Conclusion

Did the workshop end satisfactorily? Why or why not?

Concerns

List particular participant concerns that should be incorporated into the next workshop or followed up in some other way.

Modifications

For each item below, note any suggestions that would enable the next workshop to run more smoothly.

Publicity

Special invitations

Building/meeting room

Transportation

Child care

Materials/supplies

Refreshments

Other Comments

9 Your Child and TV

What Workshops About TV Can Achieve

Television is one of the main forms of entertainment in the United States. More people watch TV programs based on books than read the books themselves. More people watch TV sports than play sports. People spend more time watching TV families doing things together than doing things with their own families. Before the average child graduates from high school, he or she will have spent 15,000 hours watching TV as compared to 11,000 hours in school. TV is a powerful influence in our lives.

TV workshops can help parents realize that children learn from TV. Children can learn how baby penguins hatch or how a cartoon character gets run over by a steam shovel but pops back to life a few seconds later. Parents can help children distinguish between what is real and what is make-believe on TV.

TV workshops can show parents how to help their children learn from TV by talking to their children about the programs they watch and by providing appropriate follow-up books and games.

TV workshops can encourage parents to ask TV stations for better or different programs. Parents have the right to expect good programs for their children to watch. They can write to local stations expressing their views and concerns.

TV workshops can help parents alert their children to the fact that commercials are designed to sell products. Parents can help their children understand that the cereal eaten by their favorite TV hero is not necessarily good for them, and that many battery-operated toys that look exciting on TV are fun to watch but difficult to play with. Parents can teach children to view commercials wisely.

Questions Parents Often Raise About TV

On Saturdays, my son spends the whole morning in front of the TV set. Shouldn't he be outside playing? Is all that TV watching bad for him?

Experts disagree about how much TV is too much. Some say preschool children should never watch TV; others say one hour per day at the most; others say a half hour per day. Watch your child and see what effect TV watching has on him. Does it make him rowdy, inattentive, easily distracted, tired? If it has a bad effect, try to help him limit his watching. Together choose only two programs he will watch on Saturdays. Watch these programs with him and talk about what you see. Help him think of other ways to spend his time when the TV is off.

My daughter has nightmares every time she watches a scary program, but she always wants to watch what her big brother watches.

You may want to remind her of how scared she was the last time she watched the program: "You woke up crying because you saw scary monsters in your sleep. I don't want you to be frightened again, so you and I will do something different now." Her brother might also take turns watching programs that are all right for her to watch. Children do not always know how to choose TV programs wisely. They need your help selecting and understanding them. Talk with your daughter about the difference between real and make-believe characters. Assure her, for example, that there are not really giant bees that eat people or witches who lock children up.

My children get so silly whenever they watch programs about superheroes. They run around the house, jump off furniture, and wrestle with each other. How can I get them to stop?

Imitation is one of the most powerful ways that children learn. They copy adults, brothers and sisters, animals, and TV characters. We have to try to provide good models for them to copy. This may mean restricting the TV programs they watch. You may need to say, "I can't let you jump off the furniture and wrestle with each other, because someone might get hurt. If playing superhero makes you act like this, then I won't be able to let you watch that program. Let's think of some other people you've seen on TV. You might open a grocery store. One of you can be Luis and one of you can be Big Bird."

I often use the TV as a "sitter" when I'm making dinner or trying to get something done. My mother says it's bad for my children. Is she right?

It depends on what programs your children are watching and how much time they spend being minded by TV. Having your children watch Sesame Street while you make supper is probably good for both you and the children. Having your children watch adult programs all afternoon is probably not particularly worthwhile.

TV Workshop Displays: Setting the Scene

Displays for workshop participants to look at and discuss help set the scene for your TV workshop. Displays encourage participants to talk with each other and to begin thinking about their children and TV. Here are some TV workshop display ideas.

- Photographs of old and new TV characters accompanied by the following caption and questions:

  Remembering *Your* Childhood TV-Watching Experiences
    What were your favorite TV programs?
    Who were your favorite TV characters?
    What did you learn from them?
    How much time did you spend watching TV?
    Did you spend more or less time than your children spend?

- A poster with this message:

  Have you heard the latest about children and TV?

  1. A government report has shown that violence on TV leads to violent behavior in children.
  2. Before he or she graduates from high school, the average child spends 15,000 hours watching TV, as compared to 11,000 hours in school.
  3. A study of successful men and women with genius I.Q.'s found that the majority of them were not allowed to watch TV at all or had their TV viewing strictly limited by their parents.*

- A poster captioned Alternatives to TV Watching, containing a variety of pictures of families playing cards, making dinner, sitting on the porch, playing ball.
- A display of magazine advertisements including words like *super, improved, latest*, labeled with the following question: Do your children want everything they see and hear about?
- A poster with this message:

  Did you know these TV facts?

  1. On TV, most problems are solved in 30 minutes.
  2. Women and minorities on TV are often cast in stereotyped roles and are rarely in leadership positions.
  3. While more minority characters are now included on TV, they are rarely cast as friends with non-minority characters.*

- A display of magazine pictures and photographs of families watching TV together, labeled with this caption: Families can learn together from TV.

---

*These facts and many other ideas can be found in "Action for Children's Television TV Time Chart," and in John P. Murray's *Children and Television: A Primer for Parents.*

Choosing Workshop Activities

The following TV workshop activities are arranged under three categories to correspond to the beginning, middle, and end of a TV workshop:

Introducing TV (beginning)

Activity 1. *TV Memories*
Activity 2. *TV Characters*
Activity 3. *Defining Good Programming for Children*

Generating Ideas About TV (middle)

Activity 4. *Choosing TV Shows*
Activity 5. *Dealing With Difficult TV Situations*
Activity 6. *Understanding TV Commercials*

Taking Ideas About TV Home (end)

Activity 7. *Making a TV-Watching Chart*
Activity 8. *Alternatives to TV Watching*
Activity 9. *Writing Letters in Support of Children's TV*
Activity 10. *Learning From TV*

To plan a TV workshop for parents, choose at least one beginning, one middle, and one ending activity. A form for recording your plans for the workshop is provided on page 268. If the following activities do not suit your particular parent group, change them so that they do, or make up new activities (using the forms on pages 261 and 262). In this book, record the changes you make, so you will have them for future reference.

Introducing TV

Activity 1. *TV Memories*

Objectives

To have parents recall their early TV-watching experiences
To discuss what children might be learning from watching TV

Materials

Newsprint pad, easel, marker
Paper and pens
Your Child and TV

Space Requirements

Space for participants to meet in a circle and in groups of three to five

Approximate Length

20 minutes

Procedure

Beginning. Ask participants to recall their childhood TV-watching experiences by thinking about the questions listed in the first TV display (page 247).

Middle. Divide into groups of three to five. Ask each group to discuss memories about TV and to come up with a list of what they learned from their childhood TV-watching experiences.

End. Bring everyone back together. As each group shares its learnings, list them on the newsprint pad. Go back through the list and together decide which are things today's children should learn. Discuss how to focus children on these things rather than on the less positive things TV programs offer. For example, some TV programs teach that fighting is a way to solve arguments. Other TV programs teach that talking is a way to solve arguments. How can you help children focus on talking rather than on fighting? Here are several ideas parents might offer to solve this problem:

Allow children to watch only programs that focus on talking rather than on fighting.
Talk with children about the fighting they do see.
Contrast a respected community member with the characters who fight on TV: "Did you ever see Dr. Williams fight? He doesn't want to hurt people, so he uses words instead of fighting. I hope you'll use words, too."

To summarize, read aloud pages 12 and 13 in *Your Child and TV.*

Introducing TV

Activity 2. *TV Characters*

Objectives

To have parents recall their early TV-watching experiences
To consider the effects TV characters might have on children's behavior

Materials

Newsprint pad, easel, marker
Paper and pens
Your Child and TV

Space Requirements

Space for participants to meet in a circle and in groups of three to five

Approximate Length

20 to 30 minutes

Procedure

Beginning. Introduce the activity by saying that TV characters can be powerful role models for some children. Children often copy the behaviors, style of talking, and clothes of TV characters—the Fonz or Mork, for example. Ask participants to recall the TV programs they watched as young children. Who was their favorite TV character? Who was their least favorite TV character?

Middle. In small groups, have participants make one list of the characteristics their favorite TV characters possessed and another list of the characteristics their least favorite TV characters possessed. Finally, ask them to consider whether or not these characters affected their own behavior as children or their values as adults.

End. Bring participants back together. As they share their lists, make a master list of positive and negative characteristics. Discuss the following:

Are these types of characters still on TV today?
How are our children affected by them?
How can we help our children distinguish between worthwhile TV characters and harmful TV characters?

Summarize by reading aloud pages 12 and 13 of *Your Child and TV*.

Introducing TV

Activity 3. *Defining Good Programming for Children*

Objectives

To play a game that encourages participants to relax and become acquainted
To consider what makes TV programs appropriate for children

Materials

A name tag for each participant, each tag bearing the name of a character from a popular TV program (for example, the Fonz from "Happy Days," Miss Piggy from the "Muppets," J.R. from "Dallas," Hawkeye from "MASH," Luis from "Sesame Street," George Jefferson from "The Jeffersons," Laverne from "Laverne and Shirley")
Newsprint pad, easel, markers

Space Requirements

Space for participants to meet in a circle

Approximate Length

40 minutes

Procedure

Beginning. As each participant comes in, pin a name tag on his or her back and say something like the following:

> "On your back I have pinned the name of a popular TV character. You have to find out who you are by asking yes or no questions about your character. For example, you can ask, 'Am I a woman?' but you can't ask, 'Am I a woman or a man?' because that requires more than a yes or no answer."

Middle. After participants have figured out who they are, have them sit in the circle. Ask a few volunteers to pretend to be their characters and defend their TV program, explaining why children should watch it. It is especially fun to have someone like J.R. try to defend "Dallas" as a children's program.

End. Ask participants to list characteristics that make a TV program appropriate or inappropriate for children. You might end up with lists like these:

Appropriate for Children

Subject matter geared to children (animals, children and their friends, children and their families, children's stories, science)

Characters who solve problems, talk things out, try to see things from others' viewpoints, think about other people

Humor, thoughtfulness

Imagination

Characters who have the strengths and weaknesses of real people

Realistic settings

Inappropriate for Children

Subject matter geared to adults (sex, crime, business)

Characters who resort to violence, greed, self-indulgence, who think only about themselves

Spite, cruelty

Triteness, predictability

Characters who are totally good or totally bad

Settings where everyone is rich, well-dressed, and provided with every possible comfort

Generating Ideas About TV

Activity 4. *Choosing TV Shows*

Objectives

To consider TV programs that are appropriate for children
To consider what makes TV programs appropriate for children

Materials

TV Guide magazine, one for each participant
Your Child and TV
TV Programs Suitable for Children (page 263), seven copies
Pens or pencils

Space Requirements

Space for participants to meet in a circle and in seven groups

Approximate Length

30 minutes

Procedure

Beginning. Read aloud page 9 of *Your Child and TV*. Point out that children learn both positive and negative things from watching TV. Parents can make sure that children are exposed to positive examples of human interaction by helping them choose suitable TV programs to watch.

Middle. Have participants break into seven groups and assign each group a different day of the week. Give each group *TV Guide* magazines, and a copy of TV Programs Suitable for Children. As they follow the directions, circulate, giving support and advice as needed.

End. When all groups are finished, bring them back to the large circle. Ask each group to tell which program they selected for question 3 and why.

Generating Ideas About TV

Activity 5. *Dealing With Difficult TV Situations*

Objectives

To consider the effect difficult TV situations have on children
To develop strategies for talking with children about them

Materials

Difficult TV Situations (page 264), six copies
Your Child and TV

Space Requirements

Space for participants to meet in a circle and in six groups

Approximate Length

30 minutes

Procedure

Beginning. Read the following from Dorothy and Jerome Singer's article, "How Kids Can Get the Most Out of TV News."*

> *On a recent CBS Evening News report, Dan Rather warned his viewers that some upcoming scenes involved violence and might be disturbing to young children. Within seconds, there appeared a vivid sequence of a deranged, armed man who was soon killed in a shootout with police. As a parent of young children, what would you do? Would you immediately turn off the set or switch channels? Would you drag your surprised children from the room? Cover their eyes? Or would you try to handle this by discussion with the children, recognizing that abrupt actions on your part might frighten and confuse them?"*

Discuss the answers to the questions posed. Then say something like this: "Here are some other difficult TV situations we might encounter with our children. In small groups, let's discuss ways we could handle them."

Middle. Break up into six small groups. Give each group a copy of Difficult TV Situations and assign each group a situation to discuss.

---

*From "How Kids Can Get the Most Out of TV News" by Dorothy and Jerome Singer, published in *TV Guide* magazine. *TV Guide* magazine has many interesting articles that may be helpful for this workshop.

End. Bring the groups back together and have them share their situations and strategies. If time permits, ask participants to give examples of other difficult TV situations that they would like the group to discuss. Read aloud pages 6 and 7 in *Your Child and TV*. Compare these strategies with the strategies listed by the small groups.

Generating Ideas About TV

Activity 6. *Understanding TV Commercials*

Objectives

To analyze methods advertisers use to appeal to children
To consider the influence commercials have on children
To develop ways of counteracting the influence of commercials

Materials

A video tape of TV commercials for toys and cereals
A video-tape player and screen
Newsprint pad, easel, marker

Space Requirements

Space for participants to meet in a circle and in small groups

Approximate Length

45 minutes

Procedure

Beginning. Read aloud *Your Child and TV,* pages 14 and 15. Then tell participants to keep these points in mind as they watch the TV commercials you have recorded on video tape. As they watch the commercials, ask participants to try to figure out what techniques the advertisers use to appeal to children. Play the video tape straight through. Play it a second time, stopping after each commercial. After each commercial, ask participants what particular techniques it used. List them on the newsprint pad.

Middle. Divide participants into as many small groups as there are recorded TV commercials. Assign each group a commercial and ask them to list ways they would talk to their children about that particular commercial, explaining the techniques the advertiser uses and what the toy or cereal might actually be like. Circulate, giving support as needed.

End. Bring the groups together and have them share their strategies.

Taking Ideas About TV Home

Activity 7. *Making a TV-Watching Chart*

Objectives

To have participants make decisions about how much TV their children should watch
To list appropriate programs children can choose to watch
To make a blank TV-Watching Chart participants can fill in with their children

Materials

TV Guide magazines, one for each participant
Paper, pens, rulers
Making a TV-Watching Chart (page 265), one copy for each participant
Your Child and TV

Space Requirements

Space for participants to meet in a circle and work at tables

Approximate Length

30 to 40 minutes

Procedure

Beginning. Introduce this activity by saying that children can learn a great deal from television, but that young children also need many opportunities to be active. Most experts agree that parents should provide limits for their children's TV viewing. Some experts say no TV, others say one hour per day, others say a half hour per day. Parents need to make this decision and then provide guidance in helping children choose suitable programs to watch.

Middle. Pass out *TV Guide* magazines and Making a TV-Watching Chart and have participants follow the instructions on the handout. Although people will work independently, encourage them to talk together about the decisions they are making.

End. Have a group discussion guided by the following questions about the decisions made.

How many hours of TV watching per week did you decide on?
What programs did you choose?
What will you say if your child asks to watch one more program?
What might your children do with the time they are not watching TV?

Summarize by reading aloud pages 10 and 11 of *Your Child and TV.*

Taking Ideas About TV Home

Activity 8. *Alternatives to TV Watching*

Objective

To list alternatives to TV watching

Materials

Newsprint pad, easel, marker
Your Child and TV

Space Requirements

Space for participants to meet in a circle

Approximate Length

20 minutes

Procedure

Beginning. Read aloud pages 10 and 11 of *Your Child and TV.* As a group, discuss the merits of the programs listed.

Middle. Point out that children often watch TV because they cannot think of anything else to do. Parents can help children find alternative activities. Ask parents to suggest alternative activities to TV watching, while you write them on the newsprint pad.

End. Summarize the workshop by discussing the positive and negative aspects of TV watching for children, and the role that parents can play in helping children limit their TV watching, select suitable programs, understand what they watch, and think of other activities to do when the TV set is turned off.

Taking Ideas About TV Home

Activity 9. *Writing Letters in Support of Children's TV*

Objectives

To consider the number and scheduling of TV programs appropriate for young children

To help parents become advocates for children's TV

To write letters to local TV stations requesting more programs suitable for children

Materials

Newsprint pad, easel, markers

Paper, pens, stamps, envelopes

Addresses of local TV stations listed on a newsprint pad or chalkboard

TV Guide magazines, one for each participant

Approximate Length

20 to 30 minutes

Procedure

Beginning. Pass out a *TV Guide* magazine to each participant. Ask participants to look for the children's programs offered by each station and the times they are scheduled. Make a list on the newsprint pad. The list might look something like this:

Channel 7	
9:00 a.m.	Romper Room
1:00 p.m.	Sesame Street
5:00 p.m.	Muppets
Channel 10	
8:00 a.m.	Mr. Rogers
(etc.)	

Middle. Explain that local stations have a legal responsibility to serve children, and that parents, by writing letters, can have a voice in how stations program. Parents can write about a particular program they object to, about the number of programs available, about the fact that too many specials for children come on too late at night while too many adult programs come on too early before children are in bed, or about any other concerns they have. Pass out paper, pens, stamps, and envelopes, and urge everyone to write a brief letter. If they are reluctant to write individually, encourage people to work in pairs.

End. Ask for volunteers to share their letters. Ask everyone to save any responses they receive to bring to the next parent workshop.

Taking Ideas About TV Home

Activity 10. *Learning From TV*

Objectives

To consider what children can learn from TV
To develop strategies for helping children learn while they watch TV

Materials

Your Child and TV, four copies
Newsprint pad, easel, markers

Space Requirements

Space for participants to meet in a circle and in four groups

Approximate Length

30 minutes

Procedure

Beginning. Read aloud pages 12 and 13 of *Your Child and TV* and briefly discuss the many positive and negative things children can learn from TV. Ask participants to list things they would like their children to learn. Write these things on the newsprint pad.

Middle. Have participants form four groups. Ask each group to choose one thing they would like their children to learn, and to develop some strategies they could use to help their children learn it from TV. Give each group *Your Child and TV* and have them read pages 3, 6, and 7 as examples.

End. Bring the groups together to share their strategies. Ask each participant to make a commitment to watch TV with his or her child the next day and to help the child learn from it.

TV

Activity 11.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

Middle.

End.

TV

Activity 12.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

Middle.

End.

TV Workshop Handouts

TV Programs Suitable for Children

1. Circle the day of the week assigned to your group:

   Monday Tuesday Wednesday Thursday Friday Saturday Sunday

2. Please look through *TV Guide* magazine under the day of the week assigned to your group and decide as a group which programs you think are all right for children to watch. List them and write why they are suitable for children.

Suitable Programs for Children	Why They Are Suitable

3. You have limited your children to a half hour of TV watching each day. Of the TV programs you have listed, which one would you select for your children to watch if they could only watch 30 minutes of TV that day?

Difficult TV Situations

1. Your child is sick in bed with the flu. On a daytime talk show she is watching, the host interviews a number of prostitutes who tell what they do, how they feel about their work, and why they do it. In the middle of the interviews, your daughter calls out, "Hey, Mom. What's a prostitute?" When you see what your daughter is watching, what do you do? Think of three ways you might deal with the situation.

2. Your child is watching a police adventure program. The policemen have helped a little girl find her mother in a crowded shopping mall. On the way back to the station, they are summoned to a tall building where a crowd of people in the street is calling "Jump! Jump!" to a man perched on a window ledge high above them.

   "Why are they doing that?" your child asks. What do you do? Think of three ways you might deal with the situation.

3. Your child is watching the news. A United States senator appears with his wife and two young children. He is crying. He says, "I was wrong to have an affair with my 17-year-old page. I'm sorry. I'll never do it again, but I do not intend to resign from office."

   "Why is that man crying?" your child asks. What do you do? Think of three ways you might deal with the situation.

4. Your child is watching a documentary about ballet dancers. There is a sequence about how poorly many dancers eat; no matter how thin they are, they generally think they are not thin enough. When the program is over, your child announces, "I'm not going to eat supper, Mom. I'm too fat." What do you do? Think of three ways you might deal with the situation.

5. Your child is watching a documentary on farm animals. The farmer milks the cow; his young daughter feeds the chickens; a duck hatches from its egg. When the pet dog gives birth to four pups, she licks the pups all clean. Your child laughs as the pups come out and then asks, "Why is that dog eating those babies?" What do you say? How can you capitalize on the learning taking place?

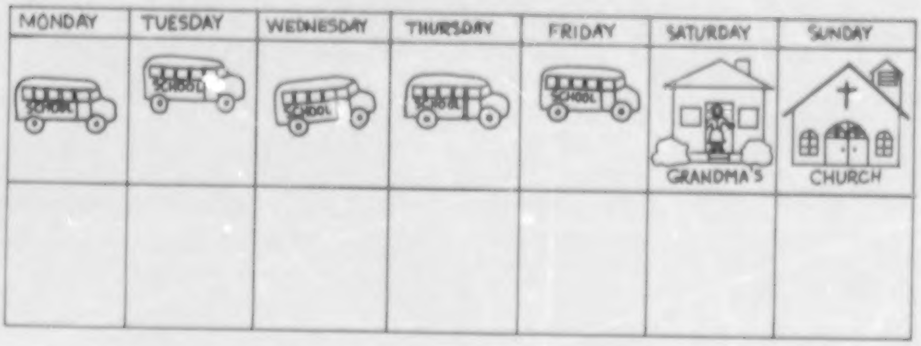
6. Your eight-year-old son and four-year-old daughter regularly watch reruns of situation comedies. They have just finished lunch, and you ask them to help clean the table. Your son turns to your daughter and says, "You clean it; you're the girl. Only girls clean tables on TV." What do you say? Think of three ways you might deal with the situation.

Making a TV-Watching Chart

1. Decide how many hours each day or each week you will let your child watch TV.

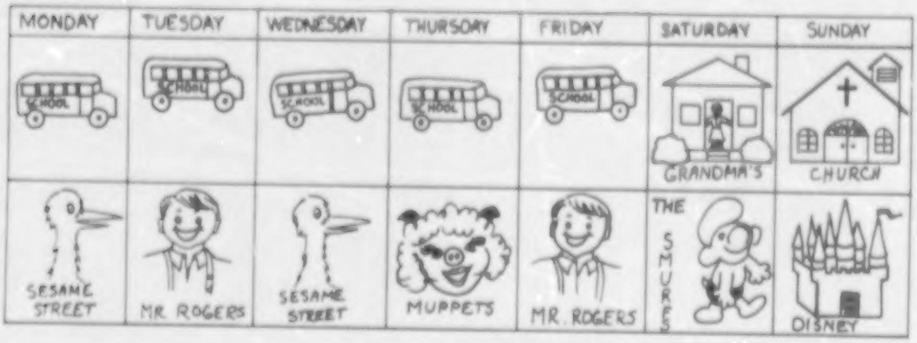
2. Go through *TV Guide* magazine and pick out suitable programs, so that your child has programs from which to choose.

3. Make a blank chart that you and your child can fill out together to show which TV programs your child can watch each day. For example, Roberta's parents decided that Roberta could watch one TV program each day. Some programs were an hour long, some a half hour long. They gave Roberta two programs to choose from each day. The chart they drew included a school bus (to show Head Start days), grandma's house (where Roberta went every Saturday), and church (where she went on Sundays).



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Morning	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	GRANDMA'S	CHURCH
Late Afternoon & Early Evening							

After Roberta decided what program she wanted to watch each day, her parents helped her fill in the chart.



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Morning	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	GRANDMA'S	CHURCH
Late Afternoon & Early Evening	SESAME STREET	MR. ROGERS	SESAME STREET	MUPPETS	MR. ROGERS	THE SMURFS	DISNEY

TV Workshop Planning Form

Date & Time ______________________________

Location ______________________________

Objectives ______________________________

Activities	**Materials**
Display(s)	
Introducing the topic	
Generating ideas about the topic	
Taking it home	

Additional Planning Notes

TV Workshop Evaluation Form

Displays

Did participants respond positively to the displays? Why or why not?

Activities

What were the strengths and weaknesses of each activity?

Activity	*Strengths*	*Weaknesses*

Conclusion

Did the workshop end satisfactorily? Why or why not?

Concerns

List particular participant concerns that should be incorporated into the next workshop or followed up in some other way.

Modifications

For each item below, note any suggestions that would enable the next workshop to run more smoothly.

Publicity

Special invitations

Building/meeting room

Transportation

Child care

Materials/supplies

Refreshments

Other Comments

10 Your Child and Problem Solving

What Workshops About Problem Solving Can Achieve

Throughout their lives, people face and solve problems: getting three children dressed and fed before the bus comes, getting a friend to change an opinion or point of view, getting the couch to fit through the living room door, getting the last block on the tower without knocking the whole thing down. Solving problems can affect how people get along with others and how well they succeed in school and at work. At a parent workshop on problem solving, parents can explore their own problem-solving techniques and discuss ways they can help their children develop problem-solving skills.

Workshops can help parents encourage children to solve their own problems. In the hectic lives most families lead, it is often difficult to find the time and patience to let young children do things for themselves—put on their own clothes, pour their own milk, clear their own dishes. This workshop emphasizes the need for taking time for children to solve problems whenever possible.

Workshops can help parents see that parents' support helps children solve problems. Parents can help children define problems, consider possible solutions, try them out, and decide how well the solutions worked.

Workshops can help parents recognize that problem solving is a process and that *attempting* to solve problems is as important as finding a workable solution. Parents can realize that problem-solving skills are a part of many later school activities—math, reading, writing, social studies, science.

Workshops can help parents make problem solving an enjoyable game for their children. They can help their children stretch their imaginations and thinking skills by posing problems (Where can you put your tricycle so it won't get wet when it rains? What quiet games can you think of to play so Daddy can sleep?) and encouraging the children to think of as many solutions as possible.

Questions Parents Often Raise About Problem Solving

I have four children. If I waited around for the three younger ones to put on their own coats and fasten them properly, I'd never go anywhere.

It is hard to find the time to let young children struggle with problems. It takes them a long time to zip up their own coats. The pictures of airplanes they draw do not always look like airplanes. However, they do need to be able to try without feeling rushed and without feeling that they have failed to meet adult expectations. Sometimes parents do not have time to let children pour their own juice or find socks that match. That is all right, as long as there are other times when children can solve their own problems and be supported while doing so. Problem solving helps children feel good about themselves.

What do I do when my child is frustrated?

Seeing your child struggling and unhappy may make you want to solve the problem yourself—making that other child give back the toy, pulling out the dresser drawer. Another approach is to ask your child to tell you what the problem is. Together you can think of some solutions and choose one to try. Sometimes your presence and concern will be enough to help your child think out his or her own solution.

When your child is too upset to think, you may need to step in, explaining what you are doing. "It looks to me as if you're very angry because you can't get your hand out of the jar. I'm going to put some soapy water in the jar. We'll see if it will help your hand slide out."

My son has a wild imagination, and some of his solutions are unsafe or impractical. What should I do then?

Help your son predict the outcome of his solution.

"If you don't go to bed until I do, how do you think you will feel tomorrow?"
"If you put all the baby's toys in her crib at once, what might happen to her?"
"If you eat all those crackers now and get full, how will you feel about eating spaghetti for supper?"

If he is unable to predict that he would be tired the next day, hurt the baby, or not be hungry at supper, you may need to tell him. Be glad your son is creative. Just try to help him use his imagination in safe, practical ways. Also, keep in mind that he may be teasing you, and that humor is a positive trait.

Sometimes your children's solutions may not be the ones you would use. However, if they are not unsafe, go ahead and let your children try them, since children learn best from their own experiences.

Problem-Solving Workshop Displays: Setting the Scene

Displaying items related to problem solving will help parents begin informal discussion and draw their attention to the topic. Here are possible problem-solving displays.

- A poster labeled with these questions from pages 15 and 16 of *Your Child and Problem Solving:*

  How many ways can you use a shoe box? A brown bag? A pine cone? A shovel full of sand?
  What would we do if the door blew shut and we were locked out? How many different ways could we get back in?
  How many ways can you think of to help a friend who is new at school?

- A variety of toys and household items that may pose problems for young children: puzzles, bristle blocks, train sets, a vegetable steamer, a glue bottle, scissors, a jar with a screw-on lid, a jar of dried-out paint, snow boots. Label with this question: What problems might these materials cause for children to solve?

- A variety of items that may pose problems for adults: A video-tape machine, a bicycle pump, a child-proof medicine bottle without instructions. Label with this question: What kinds of problems might these materials cause for adults?

- A collection of children's books that pose problems, labeled with this question: How do these books help your child learn to solve problems? Here are some books you might want to include.

  Bored, Nothing to Do by Peter Spier
  The Clumpets Go Sailing by Jan Wahl
  Family Minus by Fernando Krahn
  Farmer Palmer's Wagon Ride by William Steig
  George and Martha by James Marshall
  Gus and Gertie by Lisa Weil
  Mr. Gumpy's Motor Car by John Burningham
  Oh, Were They Ever Happy by Peter Spier
  Paddy Pork's Holiday by Jonathan Goodall
  Peter's Chair by Ezra Jack Keats
  The Surprise Picnic by Jonathan Goodall
  Sven's Bridge by Anita Lobel
  Sylvester and the Magic Pebble by William Steig

A Tree Full of Pigs by Arnold Lobel
The Twelve Dancing Princesses, a Grimm's fairy tale
Where Does the Butterfly Go When It Rains? by May Garelick

- A tennis shoe with the lace tied in knots, labeled with this question: How could you help your child solve this problem?

Choosing Workshop Activities

The following problem-solving workshop activities are arranged under three categories to correspond to the beginning, middle, and end of a problem-solving workshop:

Introducing Problem Solving (beginning)

Activity 1. *Adult Problem Solving*
Activity 2. *Defining Problem Solving*
Activity 3. *Analyzing Problem-Solving Skills*

Generating Ideas About Problem Solving (middle)

Activity 4. *Typical Problems Young Children Encounter*
Activity 5. *How Solving Problems Helps Prepare Children for School*
Activity 6. *Parents' Role in Problem Solving*

Taking Problem Solving Home (end)

Activity 7. *Making Geoboards*
Activity 8. *Toys for Problem Solving*
Activity 9. *Books That Pose Problems*
Activity 10. *Supporting Children's Problem Solving*

To plan a problem-solving workshop for parents, choose at least one beginning, one middle, and one ending activity. A form for recording your plans for the workshop is provided on page 294. If the following activities do not suit your particular parent group, change them so that they do, or make up new activities (using the forms on pages 287 and 288). In this book, record the changes you make, so you will have them for future reference.

Introducing Problem Solving

Activity 1. *Adult Problem Solving*

Objectives

To give participants a problem to solve

To consider the steps used to solve the problem and whether different types of problems require different approaches

To compare adults' problem solving to children's problem solving

Materials

All the parts (disassembled) of a video-tape system: a player, a TV monitor, patch cords, a video tape, assembly instructions and/or diagram, and the following sign: Can you figure out how to make the video-tape player work?

An automatic filmstrip/tape-cassette player, a filmstrip and tape, instructions and/or a diagram for loading, and the following sign: Can you figure out how to make this machine work?

A disassembled fishing rod, lines, hooks, sinkers, bobbers, assembly instructions and/or a diagram, and the following sign: The fish are jumping! Get your rod ready to catch a big one!

An unloaded camera, film, film-loading instructions or diagram, and the following sign: Load the camera and take some photos of problem solvers.

A digital clock or watch that shows the wrong time, instructions for setting the time and the alarm, and the following sign: After you set the time, set the alarm to ring in 15 minutes.

An unthreaded sewing machine, thread, a piece of cloth, threading instructions and/or a diagram, and the following sign: Please thread the sewing machine and take a few stitches.

The Nine-Dot Problem* (page 289), several copies

The String-Tying Problem** (page 290), several copies

Newsprint pad, easel, marker

Your Child and Problem Solving

Space Requirements

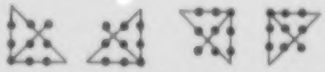
Table space for all the materials and for participants to work in pairs

Approximate Length

30 to 45 minutes

---

*Possible solutions to the nine-dot problem:



**Possible solutions to the string-tying problem: Tie something to the end of one string to make it longer—your belt, your purse, your stocking.

Procedure

Beginning. Tell participants that you have some problems set up for them to solve. Briefly explain each problem. Have participants work in pairs, in small groups, or alone on the problem they choose. Be sure they choose activities they have never done before.

As participants work, take note of the problem-solving strategies they use. Compare the group problem-solving processes to individual problem-solving processes. Give support and suggestions if needed. ("Why isn't that working? Perhaps there's a switch you need to find first.") Use this approach *only* if a group or individual is really stuck.

Middle. When everyone has solved one of the problems, bring the groups back together. Ask the following questions:

How would you have felt if, half-way through the task, someone had told you the answer or solved your problem for you?

What process did you use to solve your problem? What did you do first? Next? Last?

Was it easier to work in a group or alone?

Did some tasks have more than one solution? Did this make the task harder or easier?

As a group, come up with a list of problem-solving steps. Write them on the newsprint pad.

End. Ask the following questions:

Are these the same steps young children use to solve problems?

Can young children follow these steps on their own?

Read aloud page 5 in *Your Child and Problem Solving.* Compare the steps listed there to the ones listed on the newsprint pad. You may want to continue reading through page 9, unless you plan to read these pages as part of another activity.

Activity 2. *Defining Problem Solving*

Objectives

To define steps in solving problems
To identify problem-solving steps children use

Materials

*Your Child and Problem Solving,** one copy for each small group
Newsprint pad, easel, marker

Space Requirements

Space for participants to meet in a circle and in groups of three to five

Approximate Length

30 minutes

Procedure

Beginning. Read aloud page 5 of *Your Child and Problem Solving.* Ask participants to define problem solving and list the steps in solving problems. Write the steps on the newsprint pad. Illustrate how the problem-solving process can break down at each step. For example:

1. Defining the problem: Two-year-old Maria is trying to fit a square block into the triangular hole in a shape sorter. She twists and turns the block, pushes and hammers on it, looks at it, and finally throws it down.

   Ask participants why Maria is frustrated. (Maria has not successfully identified the problem.)
2. Thinking about possible solutions: Three-year-old Percy is dressing the largest of three different-sized teddy bears. The pants he picked out fit the smallest bear. He pushes and tugs and then asks his father for scissors.

   "Why do you want scissors, Percy? I thought you were dressing the teddy."

   Percy replies, "Too small—cut pants."

   Ask participants where the problem-solving process broke down for Percy. (Percy sees the problem but does not think of enough solutions to choose a suitable one.)
3. Getting the information needed: Four-year-old Ruth is making a garage out of blocks. She has put blocks on the side and top, but when she tries to drive her truck into the garage, the truck knocks the top blocks off.

---

*If you do not have enough booklets, see page 3 for alternatives.

Ask participants where Ruth's problem-solving process broke down. (Ruth did not measure her truck to see how big the garage should be.)

4. Trying out a solution: Five-year-old Matthew is trying to hammer nails into the roof of a wooden birdhouse, but the nails keep splitting the side pieces. He throws down the hammer and walks away.

   Ask participants where Matthew's problem-solving process broke down. (Matthew perceives the problem, connecting the roof to the sides, but he tries only one solution, hammering nails.)

Middle. Have participants divide into groups of three to five. Give each group a copy of *Your Child and Problem Solving.* Ask them to read the story about Joe on page 3 and identify the steps he takes in solving his problem.

End. Bring participants back together to discuss the problem-solving steps Joe took. Talk about the ways his mother helped him. You may want to go back to Maria, Percy, Ruth, and Matthew and discuss how parents might help these children.

Introducing Problem Solving

Activity 3. *Analyzing Problem-Solving Skills*

Objectives

To have participants consider problem-solving methods
To define steps in problem solving

Materials

Newsprint pad, easel, marker

Space Requirements

Space for participants to meet in a circle

Approximate Length

15 minutes

Procedure

Beginning. Ask participants to think of problems that they have recently solved and the processes they used to solve them. You may want to give an example of a problem you have solved.

Middle. Have each participant turn to a neighboring person, share problem-solving processes, and see what similarities there were.

End. Ask a few volunteers to discuss what was similar about the way they and their neighbors solved problems. As a group, develop and list a set of problem-solving steps. Compare them to the ones listed on page 5 of *Your Child and Problem Solving:*

1. Defining the problem
2. Thinking about possible solutions
3. Getting needed information
4. Choosing and trying out a solution

As the booklet says, not all of these steps will be used in every situation, nor will they always be used in this order. Therefore, they may or may not apply to participants' problem-solving situations.

Generating Ideas About Problem Solving

Activity 4. *Typical Problems Young Children Encounter*

Objectives

To identify problem-solving situations
To see the problem-solving opportunities for children in ordinary activities
To consider what children can learn from problem-solving situations

Materials

Newsprint pad, easel, markers
Problems Young Children Often Encounter (page 291), one copy for each participant

Space Requirement

Space to meet in a circle and in groups of three to five

Approximate Length

30 minutes

Procedure

Beginning. Hand out copies of Problems Young Children Often Encounter. Ask participants to list similar situations their children have encountered.

Middle. Have participants form groups of three to five. Ask each group to choose five problems from the handout and/or from their own lists and to decide what a child would learn from attempting to solve each problem.

End. Reassemble participants in a circle and have each group share its list. Ask the following question: "What would happen to our children if we never gave them the opportunity to solve these problems or if we always solved their problems for them?"

Generating Ideas About Problem Solving

Activity 5. *How Solving Problems Helps Prepare Children for School*

Objective

To discuss the relationship of problem solving to learning in elementary school

Materials

Newsprint pad, easel, markers
Problems Young Children Often Encounter (page 291), one copy for each participant
Pencils or pens

Space Requirements

Space for participants to meet in a circle and in groups of three to five

Approximate Length

30 minutes

Procedure

Beginning. Ask participants to tell you the skills they studied in elementary school. List them on the newsprint pad. Be sure math and reading skills are included. Explain that these are basically the same skills taught today. While schools are teaching skills, parents can help children apply these skills through problem solving and reasoning.

Middle. Hand out copies of Problems Young Children Often Encounter. Ask participants to form groups of three to five to consider each problem on the handout and to list after it the school subject(s) for which it might prepare children. For example, fitting a doll into a toy ambulance might help prepare a child for both reading and geometry, since an understanding of spatial positions is important for those two subjects.

End. Bring participants together. Have groups share their lists and discuss how important it is for young children to solve problems on their own.

Generating Ideas About Problem Solving

Activity 6. *Parents' Role in Problem Solving*

Objectives

To consider ways parents can help their children solve problems
To practice some of these strategies

Materials

*Your Child and Problem Solving**, one for each group
Newsprint pad, easel, markers
Problem-Solving Conversations (page 292), one copy for each group

Space Requirements

Space for participants to meet in a circle and groups of three to five

Approximate Length

30 to 40 minutes

Procedure

Beginning. Read aloud pages 15-19 of *Your Child and Problem Solving.* On the newsprint pad, list the main suggestions given on these pages:

> *Talk with your children.*
> *Provide practice in problem solving.*
> *Share your own problem solving with your children.*
> *Guide your children toward solving problems.*

Middle. Ask participants to form groups of three to five. Give each group a copy of *Your Child and Problem Solving* and Problem Solving Conversations. Have them follow the directions given on the handout.

End. Have participants come together and discuss their answers, considering the techniques listed earlier on the newsprint pad.

---

*If you do not have enough booklets, see page 3 for alternatives.

Activity 7. *Making Geoboards*

Objectives

To have participants make a product that they can take home
To discuss ways parents can support children's problem solving

Materials

12" by 12" pieces of plywood, one for each participant
Boxes of ½" to ¾" finishing nails
Rulers, one for each participant
Hammers, one for each participant
Sample Geoboard Patterns (see page 293), one for each participant
Rubber bands, a variety of sizes and colors
Finished geoboards as examples

Space Requirements

Space for participants to meet in a circle and work in pairs at a table

Approximate Length

45 minutes

Procedure

Beginning. Show the finished geoboards. Explain that there are materials for everyone to make a geoboard to take home. Hand out Sample Geoboard Patterns and let everyone get to work.

Middle. As people finish their geoboards, ask them to form pairs. Ask one person in the pair to play with the geoboard while the other person asks questions. Then have them switch roles. Here are some questions they might ask:

> What can you do with rubber bands and a geoboard?
> Can you make a shape that has six points?
> Can you make a skinny shape?
> Can you make a half circle?

End. After everyone has had a chance to use the geoboards, bring participants back together and ask the following questions:

> What kinds of problems did you solve when using the geoboards?
> What problems do you think your children will face?
> What can you do to support them in their problem solving?

Activity 8. *Toys for Problem Solving*

Objectives

To look at toys that encourage problem solving
To list questions that encourage problem solving

Materials

A variety of toys that encourage problem solving: puzzles, train sets, blocks, take-apart model cars, board games, bristle blocks, puppets
Newsprint pad, easel, marker
Paper and pencils

Space Requirements

Space for participants to meet in a circle and in groups of three to five

Approximate Length

30 minutes

Procedure

Beginning. Show one of the toys and ask participants what problems it might encourage children to solve. List the problems on the newsprint pad. Next ask participants what questions they could ask children about the toy that would either pose problems or help children solve problems. List these questions on the newsprint pad. For example, you might come up with a list like this:

Problems *puzzles* encourage:
  How to get the pieces out
  How to fit the pieces back together again
  How to match the right shape to the right space
Questions to ask about *puzzles*:
  How many ways can you think of to get the puzzle pieces out of the board?
  Do you think you could put the puzzle pieces together outside the board?
  How could you make your own puzzle?
  Can you find a square shape to fit in this square space?
  Can you find the piece that is the clown's hat?
  Where do you think the clown's hat goes?

Middle. Have participants form groups of three to five people. Give each group a toy, paper, and pencil. Have them list problems children could encounter as they play with the toy and questions parents could ask to either pose problems or help children solve problems.

End. Bring the groups back together to share their lists. Ask each parent to plan to get involved in a problem-solving situation with his or her child the next day.

Taking Problem Solving Home

Activity 9. *Books That Pose Problems*

Objectives

To introduce children's books that pose problems
To consider ways to encourage children to solve problems and predict what will happen next in stories

Materials

A variety of children's books that pose problems for the characters to solve (see display list, page 273), one book for every two participants
Paper and pencils

Space Requirements

Space for participants to meet in a circle and in pairs

Approximate Length

25 minutes

Procedure

Beginning. Introduce the activity by explaining that many children's books pose problems for characters to solve. One way to support children's problem-solving skills is to stop occasionally while reading a story to let children explain what the problem is and to think of ways to solve it. Demonstrate this technique by reading a short story like "Story 1: Split Pea Soup" from *George and Martha* by James Marshall. After the second page you might ask these questions:

What do you think George's problem is?
What do you think he might do?
Do you have any other ideas?

After the third page you might ask these questions:

How did George solve his problem?
Do you think it was a good idea?
What do you think will happen next?

Middle. Have participants form pairs, choose a book, read it aloud, and answer the following questions:

What problems do characters solve in this book?
How do they solve them?

End. Bring the group back together. Ask the following questions:

What kinds of problem solving did you find in the books?
How would defining and trying to solve storybook problems help your children in their own lives?

Encourage participants to read a similar story to their children the next day.

Activity 10. *Supporting Children's Problem Solving*

Objective

To introduce ways parents can help children solve problems

Materials

A newsprint sheet on which the following methods are listed:

- Discovery
- Guided Discovery
- Modeling
- Direct Teaching

Newsprint pad, easel, marker
Problems Young Children Often Encounter (page 291), one copy for each group

Space Requirements

Space for participants to meet in a circle and in groups of three to five

Approximate Length

40 minutes

Procedure

Beginning. Refer to the newsprint sheet that lists Discovery, Guided Discovery, Modeling, and Direct Teaching. Explain that these are four ways parents can help their children learn a new skill or solve a problem. Have participants help you define each method:

Discovery: A child works on his or her own and discovers solutions.
Guided Discovery: Parents ask questions that help the child discover solutions.
Modeling: Parents demonstrate how to solve a problem but let the child do it with his or her own materials.
Direct Teaching: Parents tell the child how to solve the problem.

Middle. Have participants form groups of three to five. Give each group a copy of Problems Young Children Often Encounter. Ask each group to decide which of the four methods is appropriate for each problem-solving situation, remembering that more than one method may work well.

End. Bring the groups back into a circle to compare their decisions. Discuss how they reached their decisions and why. Try to determine if there are any guidelines for when each method should be used. For example, if safety is a factor, direct teaching may be most appropriate. Ask each parent to plan to be involved in a problem-solving situation with his or her child the next day.

Problem Solving
Activity 11.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

Middle.

End.

Problem Solving
Activity 12.

Objectives

Materials

Space Requirements

Approximate Length

Procedure

Beginning.

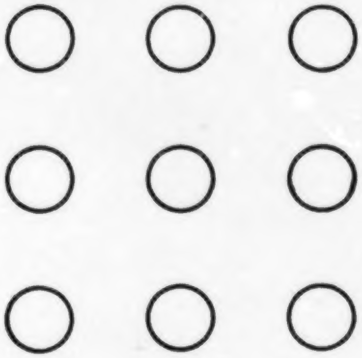
Middle.

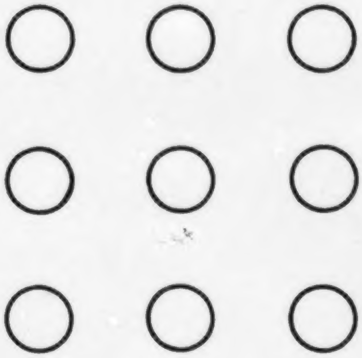
End.

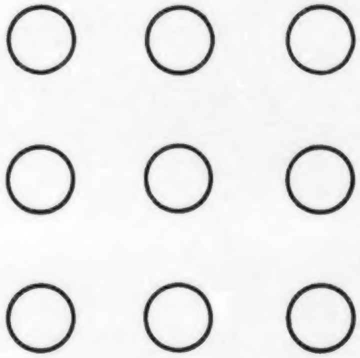
Problem-Solving Workshop Handouts

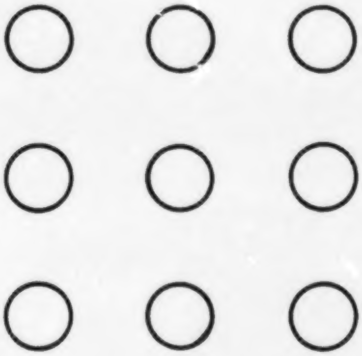
The Nine-Dot Problem

Without lifting your pencil from the paper, draw four straight lines that cross through all nine dots.







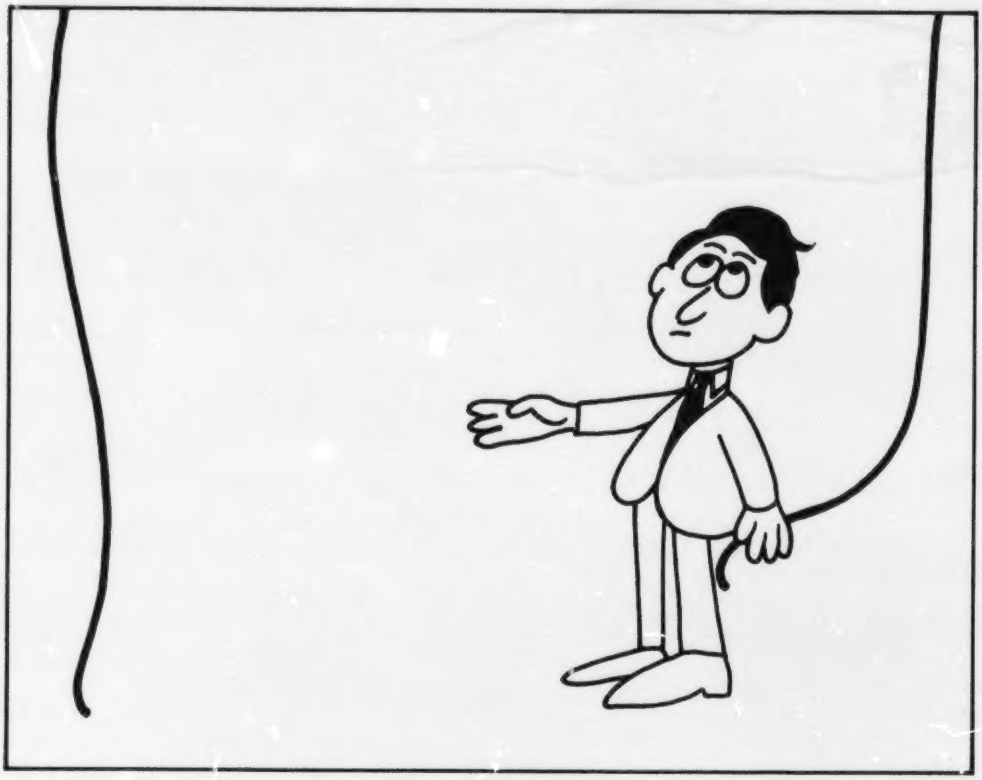


Hints:

- A. You can make some of the lines go outside the nine-dot square.
- B. Start at one of the corners.
- C. It is possible that one line may connect only two dots.

The String-Tying Problem

Look at the sketch below and imagine that you are standing in this room. Two strings are suspended from the ceiling at opposite ends of the room. Together they are long enough to meet and be tied. The strings are located so that you cannot reach one string with your outstretched hand while holding the second string in your other hand. The room is totally bare. You have only the things you would normally carry in your pocket or handbag. How would you tie the strings together?



Problems Young Children Often Encounter

1. Trying to put both arms into a jacket without assistance
2. Trying to pour wet sand out of the spout of a coffee pot
3. Trying to stand blocks on edge to make a fence
4. Defining which space or materials belong to whom ("You're wrecking up my road. Get off it.")
5. Taking a playdough cookie off the table and putting it on a cookie sheet without ruining the cookie's shape
6. Using a table knife to cut cranberries in half by holding the berry still with one hand and using the knife with the other hand
7. Unfastening and fastening the clasp of a purse
8. Making a paper house with a paper roof that is the right size and attached to the house
9. Fitting a doll into a toy ambulance
10. Making a mask with eye holes and getting it to stay on
11. Removing a piece from a wooden puzzle
12. Stretching a rubber band between two nails
13. Getting a petticoat with a large waistband to stay on
14. Turning on the water so that it runs slowly
15. Buttoning a shirt so that the buttons and buttonholes correspond and the tails are even
16. Pouring just a half cup of juice
17. Trying to fasten together two pieces of wood
18. Predicting how much space is needed to write all the letters of her name and trying to fit them all in one row
19. Trying to open an egg carton
20. Getting a wet sponge to soak up some spilled juice
21. Communicating that she would like a few of the buttons her brother is playing with
22. Trying to put his shoe on the correct foot
23. Refilling a stapler with staples
24. Using only a little glue

Problem-Solving Conversations

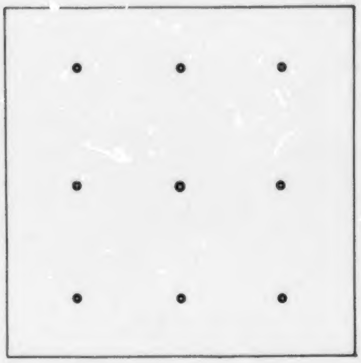
The photograph on page 9 of *Your Child and Problem Solving* illustrates the following situation. Martin and his younger brother, Luis, are trying to get the wheel back onto their go-cart. Their mother comes over to help. In which of the following conversations do you think she does the best job of helping Martin solve his own problems? Why?

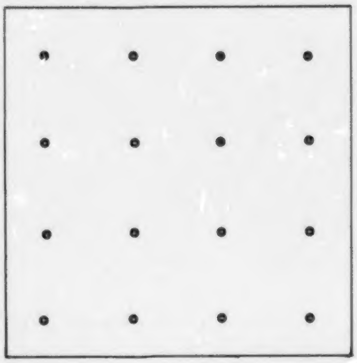
1. Martin's mother takes the screwdriver and says, "Here, let me show you how to do it." She adjusts the wheel, screws in the screws, and says, "There. All done. Now you can go for a ride, but don't go in the street."

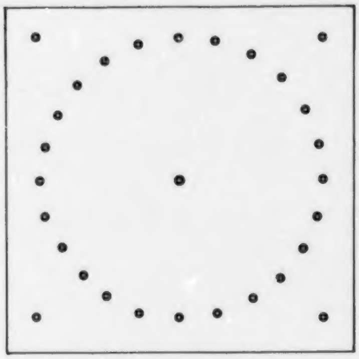
2. Martin looks up at his mother. "Mom, I can't get this nail-thing to go in."
   His mother says, "Put that stuff away. Your grandfather's coming over and I don't want you to get dirty. Oh, Luis, you're wet again!"

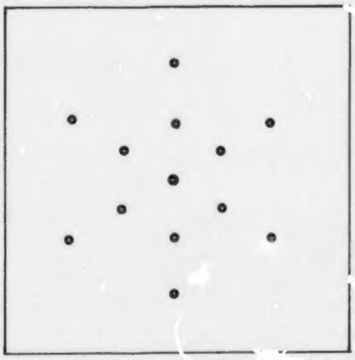
3. "Mom, can you fix this thing?" Martin asks.
   "Well, I might be able to help you figure it out, Martin. Tell me what you're trying to do," his mother answers.
   Martin holds up the screwdriver. "I'm trying to push this nail-thing in."
   "And what's happening?"
   "It won't go."
   "That nail-thing is called a screw. Let's look at the top of it."
   "Like a star."
   "Look at the end of your screwdriver and at the end of Luis's. Which one do you think would fit in that star better?"
   "Luis's. It's a star, too!"

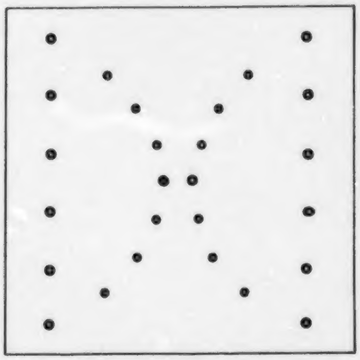
Sample Geoboard Patterns

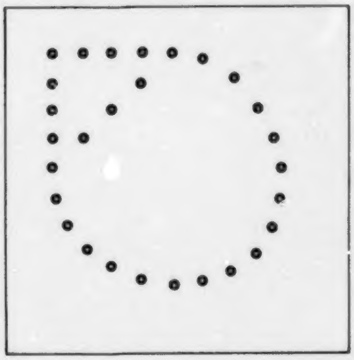












Problem-Solving Workshop Planning Form

Date & Time ______________________________

Location ______________________________

Objectives ______________________________

Activities	**Materials**
Display(s)	
Introducing the topic	
Generating ideas about the topic	
Taking it home	

Additional Planning Notes

Problem-Solving Workshop Evaluation Form

Displays

Did participants respond positively to the displays? Why or why not?

Activities

What were the strengths and weaknesses of each activity?

Activity	*Strengths*	*Weaknesses*

Conclusion

Did the workshop end satisfactorily? Why or why not?

Concerns

List particular participant concerns that should be incorporated into the next workshop or followed up in some other way.

Modifications

For each item below, note any suggestions that would enable the next workshop to run more smoothly.

Publicity

Special invitations

Building/meeting room

Transportation

Child care

Materials/supplies

Refreshments

Other Comments

Publications and Films

Planning, Leading, and Evaluating Parent Workshops

Publications

Baron, Alma A. "How to Start a Seminar." *Training and Development Journal, American Society for Training and Development*, December 1977.

Davis, Larry N. *Planning, Conducting, and Evaluating Workshops: A Practitioner's Guide to Adult Education*. Austin, TX: Learning Concepts, 1974.

Diamondstone, Jan M. *Designing, Leading, and Evaluating Workshops for Teachers and Parents: A Manual for Trainers and Leadership Personnel in Early Childhood Education*. Ypsilanti, MI: High/Scope Educational Research Foundation, 1980.

Honig, Alice. *Parent Involvement in Early Childhood Education*. Washington, DC: National Association for the Education of Young Children, 1979.

Houle, Cyril. *The Design of Education*. San Francisco: Jossey-Bass, 1972.

Lyons, Peggy; Al Robbins; and Allen Smith. *Involving Parents: A Handbook for Participation in Schools*. Ypsilanti, MI: High/Scope Press, 1983.

Reschley, Barbara. Supporting the Changing Family: A Guide to the Parent-to-Parent Model. Ypsilanti, MI: High/Scope Press, 1979.

Wilson, Gary. *Parents and Teachers*. Atlanta: Humanics Press, 1974.

Films

Ada, Alma Flor. *El Manana Es Hoy: Set 1. Learning Begins at Home; Set 2. Our Language, Our Culture, Ourselves; Set 3. From Home to School; Set 4. Parent-School Relationships*. Available from Parents' Magazine Films, Inc., Dept. 99A, 52 Vanderbilt Ave., New York, NY 10017.

Bert, Diane K. *The Effective Parent: Set 1. The Parent as a Teacher; Set 2. Learning in the Home; Set 3. Learning Away From Home; Set 4. Learning Through Play*. Filmstrips, cassettes/record, discussion guides, available from Parents' Magazine Films, Inc., Dept. 99A, 52 Vanderbilt Ave., New York, NY 10017.

Child Development. The Preschool Years and Skills for Parents. Filmstrips, records/cassettes, and discussion guide available from Guidance Associates, 757 Third Ave., New York, NY 10017.

Getting Involved. Filmstrip (20 minutes) available from Head Start of Lehigh Valley, 40 E. Broad Street, Bethlehem, PA 18018.

Parents are Teachers Too. 16 mm color film (20 minutes) available from Modern Talking Picture Service, Inc., 16 Spear Street, San Francisco, CA 94105, or 122 West Chippewa Street, Buffalo, NY 14202.

Un Marco Abierto, Media for Parents: 1. Introduction for Parents; 2. Observing in the Classroom; 3. Parents as Classroom Volunteers; 4. Your Child's Language and Culture; 5. Staying Involved. Filmstrips available from High/Scope Press, 600 N. River Street, Ypsilanti, MI 48197.

Your Child's Attitudes Toward Learning

Publications

Barman, Alicerose. *Motivation and Your Child.* New York: Public Affairs Pamphlets, 1975.

Beck, Helen L. *Don't Push Me, I'm No Computer.* New York: McGraw-Hill Book Company, 1973.

Bradbard, Marilyn R., and Richard C. Endsley. *Developing Young Children's Curiosity.* Urbana, IL: ERIC/ECE, University of Illinois, 1978.

Brody, Charlotte. "Social Studies and Self-Awareness." *The Block Book*, ed. Elizabeth Hirsch. Washington, DC: National Association for the Education of Young Children, 1978, pp. 59-68.

Brown, Doris V., and Pauline McDonald. *Learning Begins at Home.* Los Angeles: Lawrence Publishing, 1969.

Cohen, Dorothy. "Time to Be Curious." *Childhood Education*, April/May 1976, pp. 290-295.

Denham, Carolyn, and Ann Lieberman, eds. *Time to Learn: A Review of the Beginning Teacher Evaluation Study.* Sacramento, CA: California Commission for Teacher Preparation and Licensing, 1980.

Felker, D. W. *Building Positive Self-Concepts.* Minneapolis: Burgess, 1974.

Gordon, Ira. "Success and Accountability." *Childhood Education*, April 1972, pp. 290-295.

Powell, Marjorie. "New Evidence for Old Truths." *Educational Leadership*, October 1979, pp. 49-51.

Rosenthal, Robert, and Lenore Jackson. *Pygmalion in the Classroom.* New York: Holt, Rinehart, and Winston, Inc., 1968.

Samuels, Shirley C. *Enhancing Self-Concept in Early Childhood.* New York: Human Sciences Press, 1977.

Yardley, Alice. *Learning to Adjust.* New York: Citation Press, 1973.

Film

Good Feelings. Filmstrip (18 minutes) available from Head Start of Lehigh Valley, 40 E. Broad Street, Bethlehem, PA 18018.

Your Child and Play

Publications

Cliatt, Mary Jo. "Play: The Window Into a Child's Life." *Childhood Education*, February/March 1980, pp. 218-220.

Cuffaro, Harriet. "Dramatic Play—The Experience of Block Building." *The Block Book*, ed. Elizabeth Hirsch. Washington, DC: National Association for the Education of Young Children, 1978.

Engler, Larry, and Carol Fijan. *Making Puppets Come Alive: A Method of Learning and Teaching Hand Puppetry.* New York: Taplinger Publishing Co., 1973.

Engstrom, Georgianna, ed. *Play: The Child Strives Toward Self-Realization.* Washington, DC: National Association for the Education of Young Children, 1971.

Fein, Gretta G. "Pretend Play: New Perspectives." *Young Children*, July 1979, pp. 61-66.

Frank, Mary, ed. "Theme Play: Variations on a Theme." *The Publication of Children in Contemporary Society*, March 1976.

Freericks, Mary, and Joyce Segal. *Creative Puppetry in the Classroom.* Rowayton, CT: New Play Books, 1979.

Hohmann, Mary; Bernard Banet; and David P. Weikart. "Active Learning." *Young Children in Action.* Ypsilanti, MI: High/Scope Press, 1979, pp. 129-146.

Marzollo, Jean, and Janice Lloyd. *Learning Through Play.* New York: Harper and Row, 1972.

Rubin,, Kenneth, H., ed. *Children's Play: A New Direction for Child Development.* No. 9. San Francisco: Jossey-Bass, Inc., 1980.

Schisgall, Oscar. "Parent's Guide to Child's Play." *The New York Times Magazine,* September 10, 1967.

Sponseller, Doris, ed. *Play As a Learning Medium.* Washington, DC: National Association for the Education of Young Children, 1979.

Sunderlin, Sylvia, and Nan Gray, eds. *Bits and Pieces: Imaginative Uses for Children's Learning.* Washington, DC: Association for Childhood Education International, 1967.

Sutton-Smith, Brian, and Shirley Sutton-Smith. *How to Play With Your Child (and When Not To).* New York: Hawthorne Books, 1974.

U.S. Government Printing Office. *Beautiful Junk.* Washington, DC.

U.S. Government Printing Office. *Fun in the Making.* Washington, DC.

Vanderberg, Brian. "Play and Development From an Ethological Perspective." *American Psychologist,* 1978, pp. 724-737.

Films

Observing Role Play. 16mm film (15 minutes) available from High/Scope Press, 600 N. River Street, Ypsilanti, MI 48197.

Your Child and Play. Filmstrip (15 minutes) available from Head Start of Lehigh Valley, 40 E. Broad Street, Bethlehem, PA 18018.

Your Child and Language, Reading, and Writing

Publications

Arbuthnot, May Hill; Diane L. Monson; and Zena Sutherland. *Children and Books,* 6th ed. Glenview, IL: Scott, Foresman, and Company, 1972.

Arenas, Soledad. "Bilingual/Bicultural Programs for Preschool Children." *Children Today,* July/August 1978, pp. 2-6.

Ashton-Warner, Sylvia. *Teacher.* New York: Bantam Books, 1964.

Butler, Dorothy, and Marie Clay. *Reading Begins at Home.* Exeter, NH: Hinemann Educational Books, 1983.

Cawley, Magdalene. "Connecting Words With Real Ideas." *Young Children,* January 1978, pp. 20-25.

Cazden, Courtney B. ed. *Language in Early Childhood Education.* Washington, DC: National Association for the Education of Young Children, 1982.

Chomsky, Carol. "Write First, Read Later." *Childhood Education,* **47** (1971), pp. 296-299.

Cullinan, Bernice E., and Carolyn W. Carmichael, eds. *Literature and Young Children.* Urbana, IL: National Council of Teachers of English, 1977.

Engel, R. C. *Language-Motivating Experiences for Young Children.* Van Nuys, CA: Educative Toys and Supplies, 1974.

Galloway, ed. "Children's Literature." *Theory Into Practice*, Autumn 1982.

Gonzales-Mena, Janet. "English as a Second Language for Preschool Children." *Young Children*, November 1976, pp. 14-19.

Hohmann, Mary; Bernard Banet; and David P. Weikart. "Language," "Experiencing and Representing." *Young Children in Action*. Ypsilanti, MI: High/Scope Press, 1979, pp. 147-190.

Johnson, Ferne, ed. *Start Early for an Early Start: You and the Young Child.* Chicago: American Library Association, 1976.

Larrick, Nancy. "Oral Language as a Bridge to Learning." *New Jersey Education Association Review*, April 1976, pp. 24-26.

Larrick, Nancy. *A Parent's Guide to Children's Reading*, 4th ed. Garden City, NY: Doubleday, 1975.

Sawyer, Ruth. *The Way of the Storyteller.* New York: Penguin Books, 1976.

Schickendanz, J. "Please Read That Story Again." *Young Children*, March 1978, pp. 48-55.

Smith, Frank. "The Language Arts and the Learner's Mind." *Language Arts*, February 1979, pp. 118-125.

Smith, Grace. "On Listening to the Language of Children." *Young Children*, March 1974, pp. 133-140.

Stauffer, Russel G. *The Language-Experience Approach to the Teaching of Reading.* New York: Harper and Row Publishers, 1970.

Tough, Joan. *Talking, Thinking, Growing: Language With the Young Child.* New York: Teachers College Press, 1969.

Weiss, Harvey. *How to Make Your Own Books.* New York: Thomas Y. Crowell Co., 1974.

Films

Foundations of Reading and Writing. 16mm color film (40 minutes) available from Steve Campus Productions, 24 Depot Square, Tuckahoe, NY 10707.

Grandmother and Leslie. 16mm color film (28½ minutes) available from Perennial Education, Inc., P.O. Box 236, Northfield, IL 60093.

How Language Grows. Filmstrip and record (10 minutes) available from Parents' Magazine Films, Inc., 52 Vanderbilt Avenue, New York, NY 10017.

Language Skills. Filmstrip (18 minutes) available from Head Start of Lehigh Valley, 40 E. Broad Street, Bethlehem, PA 18018.

The Lively Art of Picture Books. 16mm color film (57 minutes) available from Weston Woods, Weston, CT 06683.

Sharing Literature With Children. 16mm color film (15 minutes) available from the Orlando Public Library, 10 N. Rosaline St., Orlando, FL 32801.

Troubles and Triumphs at Home: Let Them Say It. Filmstrip (18 minutes) available from High/Scope Press, 600 N. River Street, Ypsilanti, MI 48197.

What's So Great About Books? 16mm color film (15 minutes) available from Orlando Public Library, 10 N. Rosaline St., Orlando, FL 32801.

Your Child and Math

Publications

Ginsburg, Herbert. *Children's Arithmetic: The Learning Process.* New York: D. Van Nostrand Company, 1977.

Hohmann, Mary; Bernard Banet; and David P. Weikart. "Classification," "Seriation," "Number," "Spatial Relations," "Time." *Young Children in Action*. Ypsilanti, MI: High/Scope Press, 1979, pp. 191-282.

Kamii, Constance. *Number in Preschool and Kindergarten: Educational Implications of Piaget's Theory*. Washington, DC: National Association for the Education of Young Children, 1982.

Kamii, Constance, and R. DeVries. *Physical Knowledge in Preschool Education*. Englewood Cliffs, NJ: Prentice-Hall, 1978.

Kamii, Constance, and L. Lee Katz. "Physics in Preschool Education: A Piagetian Approach." *Young Children*, May 1979, pp. 4-9.

Leeb-Lundberg, Kristina. "The Block Builder Mathematician." *The Block Book*. ed. Elizabeth Hirsch. Washington, DC: National Association for the Education of Young Children, 1978, pp. 33-58.

O'Connor, Vincent F. *Mathematics in the Kitchen*. Milwaukee: Raintree Children's Books, 1978.

Films

Foundations of Mathematics. 16mm color film (17 minutes) available from Campus Productions, 24 Depot Square, Tuckahoe, NY 10707.

Understanding and Using the Concepts of Area, Volume, and Weight. Set of three filmstrips (56 minutes) available from High/Scope Press, 600 N. River Street, Ypsilanti, MI 48197.

Understanding and Using the Concept of Length. Set of three filmstrips (56 minutes) available from High/Scope Press, 600 N. River Street, Ypsilanti, MI 48197.

Understanding and Using the Concept of Number. Set of three filmstrips (56 minutes) available from High/Scope Press, 600 N. River Street, Ypsilanti, MI 48197.

Your Child and Problem Solving, Science, and Math. Filmstrip (17 minutes) available from Head Start of Lehigh Valley, 40 E. Broad Street, Bethlehem, PA 18018.

Your Child and Science

Publications

Althouse, Rosemary, and Cecil Main. *Science Experiences for Young Children*. New York: Teachers College Press, 1975.

Austin Association for the Education of Young Children. *Ideas for Teaching With Nature*. Washington, DC: National Association for the Education of Young Children, 1973.

Chinery, Michael. *Enjoying Nature With Your Children*. New York: Crown Publishers, 1977.

Crase, Dixie R., and Nancy S. Jones. "Children Learn From Recycling." *Young Children*, January 1974, pp. 79-82. Reprinted in Jan McCarthy and Charles R. May, eds., *Providing the Best for Young Children*, Washington, DC: National Association for the Education of Young Children, 1974, pp. 73-75.

Ferreira, Nancy. "Teacher's Guide to Educational Cooking in the Nursery School—An Everyday Affair." *Young Children*, November 1973, pp. 23-32. Reprinted in Jan McCarthy and Charles R. May, eds., *Providing the Best for Young Children*, Washington, DC: National Association for the Education of Young Children, 1974, pp. 97-106.

Harlan, Jean Durgin. "From Curiosity to Concepts, From Concepts to Curiosity: Science Experiences in the Preschool." *Young Children*, May 1975, pp. 249-255.

Hill, Dorothy M. *Mud, Sand, and Water*. Washington, DC: National Association for the Education of Young Children, 1977.

Hohmann, Mary; Bernard Banet; and David P. Weikart. "Classification," "Seriation," "Number," "Spatial Relations," "Time." *Young Children in Action.* Ypsilanti, MI: High/Scope Press, 1979, pp. 191-282.

Holt, Bess-Gene. *Doing a Workshop With a NAEYC Publication: Science With Young Children.* Washington, DC: National Association for the Education of Young Children, 1979.

Holt, Bess-Gene. *Science With Young Children.* Washington, DC: National Association for the Education of Young Children, 1977.

Keyes, Carol R. "A Science Open House Is Worth Copying." *Young Children,* July 1976, pp. 346-349.

Kluge, Jean "What the World Needs Now: Environmental Education for Young Children." *Young Children,* May 1971, pp. 260-263.

Koocher, Gerald P. "'Why Isn't the Gerbil Moving Anymore?': Discussing Death in the Classroom and at Home." *Children Today,* January/February 1975, pp. 18-21.

Moffitt, Mary W. "Children Learn About Science Through Block Building." *The Block Book,* ed. Elizabeth Hirsch. Washington, DC: National Association for the Education of Young Children, 1978, pp. 25-32.

Nickelsburg, Janet. "Learning About Nature." *Children Today,* September 1975, pp. 9-11; 35-36.

Shelsey, Alice, and Gloria Huckaby. *Growing Up Green.* New York: Workman Publishing Company, 1973.

West, Suzanne. "A Sense of Wonder—Parents and Children Learn Together." *Young Children,* September 1974, pp. 363-368.

Films

Foundations of Science. 16mm color film (17 minutes) available from Steve Campus Productions, 24 Depot Square, Tuckahoe, NY 10707.

Your Child and Problem Solving, Science, and Math. Filmstrip (17 minutes) available from Head Start of Lehigh Valley, 40 E. Broad Street, Bethlehem, PA 18018.

Your Child and TV

Publications

Action for Children's Television, 46 Austin St., Newtonville, MA 02160. A number of useful pamphlets, books, posters, films, and other resources.

Adler, Richard. "Parents' TV Guide." *Learning Magazine,* December 1978.

Cooney, Joan Ganz. *Sesame Street at Five: The Changing Look of a Perpetual Experiment.* New York: Children's Television Workshop, 1974.

Corder-Bolz, C. R., and S. L. O'Bryant. "Tackling 'the Tube' With Family Teamwork." *Children Today,* **7,** 3 (1978), pp. 21-24.

Goldsen, Rose K. *The Show and Tell Machine: How Television Works and Works You Over.* New York: Dial, 1977.

Honig, Alice. "Television and Young Children." *Young Children,* May 1983, pp. 63-76.

Howe, Michael J. A., *Television and Children.* Hamden, CT: Linnet Books, 1977.

Kahn, Linda. "The Big Picture: NEA Involvement in TV." *Today's Education, The Journal of the National Education Association,* September/October 1980, pp. 64-66.

Kaye, Evelyn. *The Family Guide to Children's Television: What to Watch, What to Miss, What to Change, and How to Do It.* New York: Pantheon, 1979.

Larrick, Nancy. "Hey, Mom, Who Put the Television in the Closet?" *English Education*, Fall 1976, pp. 3-11.

Logan, Ben. *Television Awareness Training*. New York: Media Action Research Center, no date.

Mankiewicz, Frank, and Joel Swerdlow. "Reading, Learning, and Behavior: Electronic Childhood." *Remote Control: Television and the Manipulation of American Life*. New York: Times Books, 1978, pp. 163-213.

Murray, John P., and Barbara Lonnburg. *Children and Television: A Primer for Parents*. Boys Town, NE: The Boys Town Center, no date.

National Education Association. "Making Mass Media Work for Education." *NEA Notebook*, October 12, 1982.

Pearl, D., and L. Bouthilet, eds. *Television and Behavior: Ten Years of Scientific Progress and Implications for the 80's*. Washington, DC: U.S. Government Printing Office, 1982.

Safran, Claire. "How TV Changes Children." *Redbook*, November 1976, p. 88.

Seldin, John L. "The Saturday Morning Massacre." *The Progressive*, September 1974, pp. 50-52.

Singer, D.; J. L. Singer; and D. M. Zuckerman. *Getting the Most Out of Television: Resource Book for Teachers—A Curriculum About Television*, Santa Monica, CA: Goodyear, 1981.

Singer, Dorothy, and Jerome Singer. "How Kids Can Get the Most Out of TV News." *TV Guide*, March 6, 1982, pp. 35-36.

Singer, D.; J. L. Singer; and D. M. Zuckerman. *Teaching Television: How to Use Television to Your Child's Advantage*. New York: Dial, 1981.

Singer, Jerome L., and Dorothy G. Singer. "Television: A Member of the Family." *The National Elementary Principal*, January/February 1977, pp. 50-53.

Springle, H. A. "Who Wants to Live on Sesame Street?" *Young Children*, December 1972, pp. 91-109.

Stubblefield, Robert L. "The Lure of Television—Ways to Unplug Your Kids." *U.S. News & World Report*, September 12, 1977, p. 24.

Films

Kids for Sale. 16mm color film (22 minutes) available from Action for Children's Television, 46 Austin Street, Newtonville, MA 02160.

The Six Billion $$$ Sell. 16mm color film (15 minutes) available from Consumer Reports Films, 256 Washington St., Mt. Vernon, NY 10550.

TV, The Anonymous Teacher. 16mm color film (15 minutes) available from Mass Media Ministries, 2116 N. Charles St., Baltimore, MD 21218.

Your Child and Problem Solving

Publications

Adams, James L. *Conceptual Blockbusting*. San Francisco: San Francisco Book Company, 1976.

Brenner, Nancy Dreifus. "Helping Children Consolidate Their Thinking." *Young Children*, July 1975, pp. 12-20.

Duckworth, Eleanor. "The Having of Wonderful Ideas." *Piaget in the Classroom*, eds. Jane Ralph and Milton Schwebel. New York: Basic Books, 1973.

Helping Your Children Discover. Concord, NH: New Hampshire Right to Read, Department of Education, no date.

Hohmann, Mary; Bernard Banet; and David P. Weikart. "Classification," "Seriation," "Number," "Spatial Relations," "Time." *Young Children in Action.* Ypsilanti, MI: High/Scope Press, 1979, pp. 191-282.

Shapiro, Sylvia. "'Cope-ability' Through Problem Solving." *Teacher*, November 1974, pp. 42-44; 117-118.

Shure, M. B., and G. Spivack. *Problem Solving Techniques in Childrearing.* San Francisco: Jossey-Bass, 1978.

Swedlow, Rita. "Problem Solving in the Playground." *Science and Children*, April 1979, pp. 20-21.

Wasserman, Selma, and Meguido Zola. *Promoting Thinking in Your Classroom.* Washington, DC: Association for Childhood Education International, 1978.

Films

Spatial Learning in the Preschool Years. 16mm (22 minutes) available from High/Scope Press, 600 N. River Street, Ypsilanti, MI 48197.

Troubles and Triumphs at Home: Let Them Do It. Filmstrip (16 minutes) available from High/Scope Press, 600 N. River Street, Ypsilanti, MI 48197.

Your Child and Problem Solving, Science, and Math. Filmstrip (17 minutes) available from Head Start of Lehigh Valley, 40 E. Broad Street, Bethlehem, PA 18018.